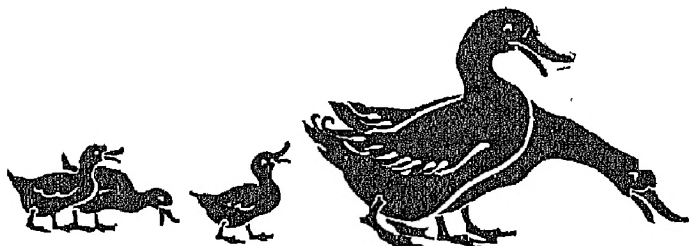


Teachers' Guide
for
DOWN THE ROAD

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The characters in this Guide are fictitious. They have been used to provide teachers with an opportunity to visit vicariously the classroom of a teacher who is using the **LEARNING TO READ** program.

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Introduction

We have told the story of Miss Davis as she guided the average group of her first grade class through their beginning reading experiences. We have also described procedures which Miss Davis used with this group during the primer period while they were reading *THROUGH THE GATE* and using *READ AND DO* to accompany this book.¹

These same children are now ready to begin reading the First Reader, *DOWN THE ROAD* and to use *READ AND DO* to accompany this book.



The opening section of this Guide continues the account of Miss Davis and tells how she guides Group II through the first story in *DOWN THE ROAD*. In the remainder of the Guide the procedures for teaching each story in *DOWN THE ROAD* are developed under the following headings: *BUILDING BACKGROUND*, *DEVELOPMENTAL READING*, *REREADING*, *ADDITIONAL READING ACTIVITIES*, and *RELATED EXPERIENCES*.

¹ See Teachers' Guide for Beginning Reading Experiences for an account of procedures used with these children in connection with *OUR FIRST BOOK*, *BILL AND SUSAN*, and *UNDER THE TREE*. See Teachers' Guide for *THROUGH THE GATE* for an account of procedures used during the primer period.

Down the Road

"When will we have our new books, Miss Davis?" asked Tommy.

"Right away," said Miss Davis. "You may have them the first thing this morning."

As soon as the children assembled for the morning session, Miss Davis asked Tommy and all of the children in Tommy's group to come to the little chairs in the front of the room.

"This is your new book," said Miss Davis, as she held up a copy of *DOWN THE ROAD*. The children admired the pretty green and yellow cover design and noted the ducks in the cover picture. "The two big ducks are Judy and Jumbo," said Miss Davis. "You will read about them in your new book."

Then Miss Davis placed her hand under the title and read it to the children. "This book is called *Down the Road*," she explained, "because there are many stories in it about things that happened to Bill and Susan when they went down the road and away from their home."

Miss Davis then passed the books to the children and had them find the title page. "Whom do you see in this picture? Yes, your old friends, Bill and Susan."

"Where are they?"

"Out in the country," replied Alice.

"They seem to be going down the road to have a good time somewhere, don't they?" said Miss Davis. "Now, let's turn the page. Here you will find the names of the new stories in your book."

Miss Davis read some of the titles and had the children read some of them. She called attention to the page number opposite each title and explained that whenever the children wanted to find a story quickly, they could look up the title and page number in this list. She also called their attention to the fact that the author of each story appeared in the table of contents.

Hop, Hop, Hop

PAGES 6-II

"We will have time to read two pages of the first story. Turn to pages 6 and 7," said Miss Davis as she wrote the numbers on the blackboard. "Here we see Bill and Susan again. What is Bill doing?"

"Hopping," said Peggy.

"Is there anything wrong with the sole of Bill's shoe?" asked Miss Davis.

"There's a hole in it," replied Ann.

"Do you think Susan sees the hole?"

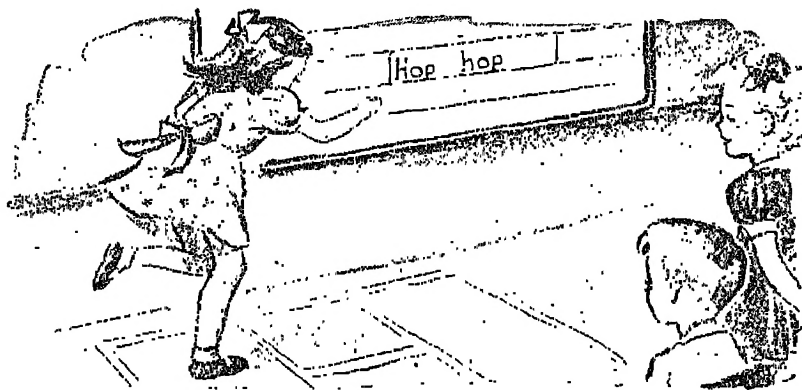
"Yes, she is looking at it," said Margaret.

"Can you see the numbers on the wall? What game are Bill and Susan playing?"

"Hopscotch," said Henry.

"How many of you ever played hopscotch?"

Miss Davis drew on the floor a diagram for hopscotch without the numbers. "Ann, show us how many times you can hop on one foot from one square to another. I'll put the word *hop* in the wall chart every time you hop." Miss Davis held up one of the word cards for *Hop*. She showed the children the capitalized form, then the lower case form on the other side. Ann hopped into two squares. Miss Davis put in the wall chart two word cards for *hop*.



Then Jack was given a turn. He hopped into three squares. Miss Davis placed in the wall chart three word cards for *hop*.

Up to this point Miss Davis had been BUILDING BACKGROUND for the new story. Through the use of picture discussion and a simple class experience she had vividly related the children's own experience to the experience of the characters in the story. She had also used the new word *hop* in conversation as an integral part of a meaningful situation.

Page 6
hop

After background had been built, Miss Davis proceeded with the DEVELOPMENTAL READING of the first two pages of the story.

"We'll play this game again before you go home tonight," she said. "Now we are going to read about Bill and Susan. The title of the new story has the same words as those in the wall chart. What is it, Alice?"

Alice read the title in the book aloud.

"Now read the first sentence to yourselves and find out what Bill did."

"What did Bill do, Peggy?"

Peggy read the first sentence aloud.

"The next sentence tells us something about Susan. Can you read that for us, Jimmie?"

Jimmie read the second sentence.

Page 7

"Look at the next page. The first sentence on page 7 tells us something that Bill said. Read it to yourselves."

"Read the sentence aloud to us, Jack." He did so correctly.

"Then Susan answered Bill. She told what she thought about the game of hopping. Read what Susan said."

The children read the sentence to themselves. Then Ann was asked to read it orally.

"The next sentence tells what they did after they said they liked the game. What did they do, Russell?"

Russell read the next sentence orally.

"Yes, they played this hop game again and again. The last sentence tells how they went as they kept on playing the game. Read the sentence to yourselves. What does it say, Henry?"

After the children had read pages 6 and 7 as described above, Jimmie collected the books. Miss Davis always had the books collected after a reading lesson so that the stories would be new and interesting when the children read them together and so that background discussion and motives for reading would be stimulating and effective.

Miss Davis then showed the children a copy of READ AND DO to accompany DOWN THE ROAD.

"This is another book with interesting things for you to read and do. Can you read the title? Yes, it is *Read and Do*. How can you tell that this book goes with DOWN THE ROAD? Miss Davis held her hand under *Down the Road*. The children read the phrase.

After discussing the cover, Miss Davis gave the children copies of READ AND DO and asked them to turn to the first page. "Look at the picture on the left. What are these children doing? Yes, they are hopping. They are going hop, hop, hop. You may read the story about the children. Then draw a line under the word *hop* every time you find this word in the story.

"Now look at the words and pictures on the right. What is the first word? Which picture goes with *ride*? You may color that picture. In the next square color the picture that goes with *run*. What is the word in the last square? Color the picture that goes with *hop* in that square."

After explaining how to work with this page, Miss Davis had the children do INDEPENDENT WORK with READ AND DO.

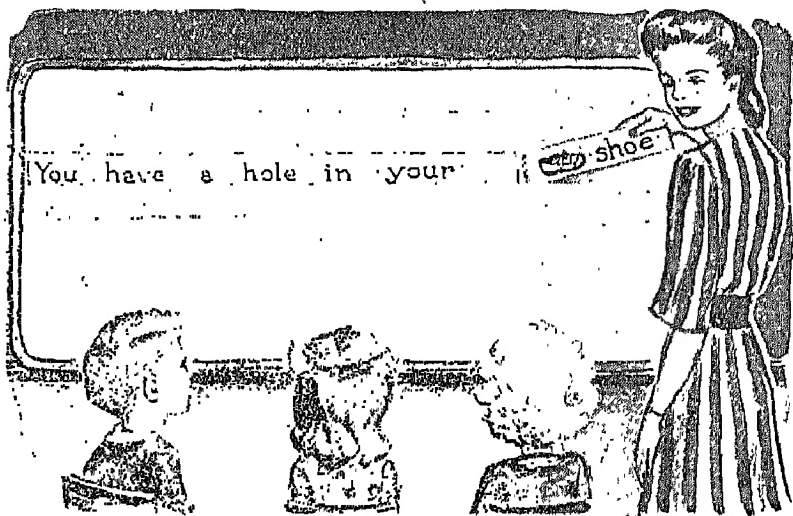
This is the way she sent the children to their seats. "I am going to write on the blackboard a word which will tell you what to do on the way to your seats. You may all do this." Miss Davis wrote *hop* on the blackboard in manuscript. The children read the word and hopped to their seats.

When it was time for Group II to read in the afternoon, Miss Davis began the DEVELOPMENTAL READING of page 8 by asking, "What was Susan looking at while Bill was hopping?"

"At the hole in Bill's shoe," replied Jimmie.

"That's right, and on the next page of the story she tells Bill about the hole."

Miss Davis arranged in the wall chart the word cards to make the sentence *You have a hole in your shoe*. The word *shoe* was the new word to be introduced, so Miss Davis used the picture side of the illustrated word card *shoe* in the sentence.



"How many can read this sentence?" she asked.

Louise was asked to read the sentence to the class.

"What is the last word, Louise?"

"*Shoe*."

"How do you know that it is *shoe*?"

"Because there is a picture of a shoe."

"You are right," said Miss Davis. She took the illustrated word card *shoe* out of the wall chart and held it before the children. "This is a picture of a shoe, and the word is *shoe*. On the other side of the card is only the word *shoe*." Miss Davis showed the children the reverse side of the card. "If I place this side of the card in the wall chart, do you suppose you will still know that the word is *shoe*?"

Miss Davis placed the word card *shoe* in the wall chart at the end of the sentence. Then she asked two or three different children to read the sentence.

"Now we are ready to read the new page," said Miss Davis, as she passed the books. "Let's turn to page 8. What is happening in this picture?"

"Bill is looking at his shoe," said Shirley.

"Do you suppose he sees the hole in his shoe?"

"Yes, he has his shoe off and he's looking at the hole."

"What is Susan doing?"

"She's looking at the shoe, too."

The children read small thought units silently, then orally, while Miss Davis made supplementary remarks and asked questions, as follows:

"The first sentence tells where Susan sat. Read and find out where Susan sat. The next sentence tells something else that Susan did. What was it? In the next two sentences Susan said something. What did she say? Did Susan tell Bill about the hole in his shoe or did he discover it himself?

"The next part tells what Bill did and said after Susan told him he had a hole in his shoe. What did Bill do? Read the next sentence and find out. After Bill looked at the shoe, he said something about the hole. Read the next two sentences and find out what he said."

After the children had read the page in this way, Miss Davis instructed them to do some INDEPENDENT WORK which was related to the theme of the story, that of shoes. She had them fold a piece of drawing paper to make it look like a four-page booklet.

"You may draw a pair of your mother's shoes on the first page, a pair of your daddy's shoes on the next page, a pair of shoes for one of your brothers or sisters on the next page, and a pair of your own shoes on the last page. If you haven't a brother or sister, draw a pair of your grandmother's or your aunt's shoes on the third page."

In making this booklet the children had experience in selecting and organizing pictures for a specific purpose. This experience contributed to their application of two fundamental study skills in reading.

At the end of the day Miss Davis let the children play a simplified version of hopscotch. She wrote 1, 2, 3, 4 in the squares which she had drawn on the floor in the morning. Different children were given a chance to see in how many squares they could hop on one foot. Miss Davis wrote on the blackboard the number of the last square in which each child hopped. Then she checked with the children to see how many had been able to hop into four squares.

This RELATED EXPERIENCE enriched the story of "Hop, Hop, Hop!" in that it gave the children an opportunity to play the same game which the characters in the story had played.

When the children came to school the next morning, Miss Davis greeted them by saying, "I have a little poem which you might enjoy. It is called 'New Shoes.'"¹

She brought out a large chart on which she had written a poem in manuscript, leaving space for an illustration which the children would be invited to make later in the day. This is the poem:

New Shoes

I have new shoes in the Fall-time
And new ones in the Spring
Whenever I wear my new shoes
I always have to sing!

Miss Davis read the poem to the children and let them discuss it. Several of them told how they felt when they had new shoes.

This contact with a poem chart is an example of the CONTACTUAL READING experiences which Miss Davis frequently gave her pupils. Through the use of charts or labels she provided opportunities to enrich the children's reading experiences by

¹ "New Shoes," by Alice Wilkins, *The Golden Flute*, The John Day Company, New York, 1932. By permission of the editors, Hubbard and Babbitt.

giving them contacts with words outside the vocabulary of the readers as well as to reinforce the basic words through their use in new context.

Later in the morning Miss Davis began her DEVELOPMENTAL READING by showing the children the illustrated word cards *shoe* and *shoes*. She asked them to compare the two words and guided them in discovering that *s* was added to *shoe* to make the word *shoes*. She then built in the wall chart the phrase *new shoe*. Pag

After the children had read this phrase, Miss Davis replaced the word card *shoe* with the word card *shoes* and had them read the phrase *new shoes*.

Then she initiated a discussion of the story in the book by asking, "Do you remember the last thing which happened in the part of the story we read yesterday? Yes, Bill had decided to tell his mother about the hole in his shoe. Let's find out if he did."

Miss Davis passed the books and wrote *o* on the blackboard. The children quickly found the right page.

"Who is in this picture besides Bill and Susan? What are the children doing? Do they look happy? Do you think Bill has told Mother about the hole?"

Some of the children thought that Bill had told Mother; others thought that he had not.

"Let's read and find out," said Miss Davis.

She guided the reading of the first paragraph with the following questions and remarks: "Mother talks first on this page. Read the first two sentences in the paragraph. What did she say? Would these sentences lead you to believe that Bill had told Mother about the hole in the shoe? Mother must have noticed Susan's shoes also, because she said something about Susan in the next sentence. What did she say? Where did she say they would go?"

"It is fun to get new shoes, isn't it? The children were very happy about going to the store. The next sentence tells how Bill went to the store. How did he go? How did Susan go? What did they say on the way?"

Page 10

After the children had read page 9 according to the usual procedure, Miss Davis had them turn to page 10. They read this page silently, then orally, in small thought units as she asked these questions: "What did the man in the store say to the children? What did the children say to him? What did Bill do? What did Susan do? Did Bill find any shoes he liked? Did Susan find any shoes she liked? What did the man ask the children? How did they answer the man?"

When the children had finished reading, Miss Davis guided the discussion of the picture as follows:

"Look at the picture at the bottom of the page. Where are Bill and Susan? Who is the man? What is he about to do? Is Susan ready to have the shoe fitted? How do you know that one of her shoes is off?"

Miss Davis usually discussed a picture which appears at the bottom of a page after the page was read, as such pictures are more closely related to the text at the end of the page than at the beginning.

At the conclusion of the reading period, Alice collected the books. Then Miss Davis explained the procedure for the children to use in working with page 2 in READ AND DO. This INDEPENDENT WORK gave the children more practice on the new words *shoe* and *shoes*.

When the children in Group II assembled for their afternoon reading period, Miss Davis gave them some additional help in recognizing the new words *hop*, *shoe*, and *shoes*. She frequently used an entire reading period for ADDITIONAL READING ACTIVITIES. These activities supplemented the DEVELOPMENTAL READING in DOWN THE ROAD and INDEPENDENT WORK in READ AND DO. The activities were designed to develop and provide practice in the use of the fundamental reading skills of WORD RECOGNITION, INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and to promote APPRECIATION.

During this particular period Miss Davis devoted all of the time to WORD RECOGNITION activities. First she wrote on the blackboard in manuscript the following sentences:

Bill looked at his shoe.

He had a hole in his shoe.

Hop, hop, hop went Bill.

Hop, hop, hop went Susan.

"New shoes! New shoes!" they said.

"Let's play the 'Clap Game,'" said Miss Davis. "You may clap once every time I place my hand under *shoe*." Miss Davis placed her hand under *Bill, looked, at, his, shoe, He, hole, shoe, had, his, shoe*, in turn. The children clapped each time she placed her hand under *shoe*. She repeated the procedure, giving additional practice on each of the other new words.

"Now let's play the 'Fast Game,'" she said. "I am going to ask someone to see if he can read words as fast as I place my hand under them. Tommy, would you like to try first?"

Tommy was given a chance to recognize *hop* as Miss Davis rapidly placed her hand under the word in different sentences. Other children were also given turns to play the "Fast Game" as Miss Davis placed her hand under *shoe*, and later, *shoes*.

Miss Davis realized that sight recognition was necessary at this stage in reading. Since, however, she knew it was important to lay the foundation for independent methods of attacking new words, she frequently used some of the time set aside for ADDITIONAL READING ACTIVITIES for experiences in visual and auditory discrimination, that is, noting similarities and differences in the appearance and sound of words. On this particular day she did some work in visual discrimination.

She wrote on the blackboard pairs of known words in their singular and plural forms, as follows:

book	girl	toy	horn	shoe	flag
books	girls	toys	horns	shoes	flags

"Read the first word, Jimmie. Read the next word, Ann. Find the word which means one book, Louise. Find the word which

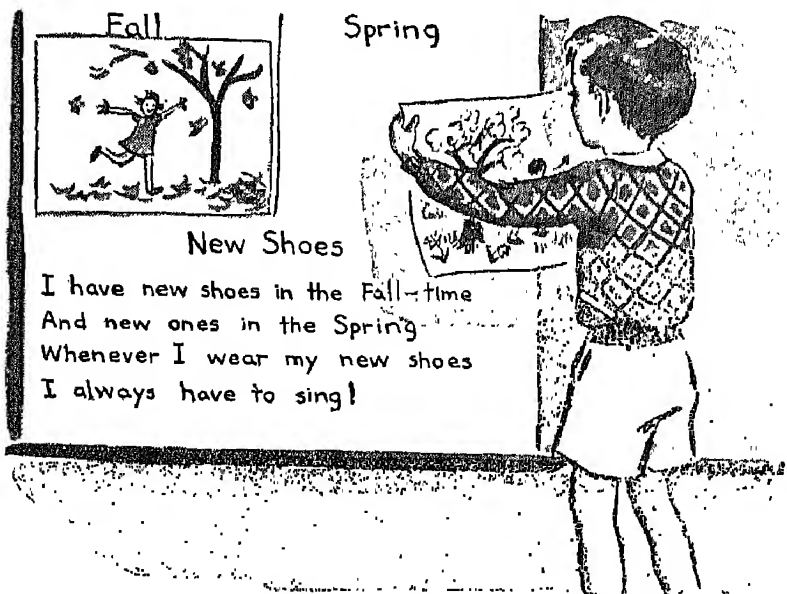
means more than one book, Tommy. What is the difference between *book* and *books*, Ann? Draw a line under the word *book* in both words. What letter is not underlined?" Miss Davis continued to work in the same way with the other pairs of words.

"Time is up now," she said, "but you may do something interesting when you go to your seats. Do you remember the poem I read to you this morning?" Miss Davis referred to the chart on which she had written the poem. "There is no picture for this chart. How would you like to make one? What would you put in a picture to go with this poem?"

Miss Davis read the poem again. Some of the children wanted to make a fall picture of a boy or girl hopping in new shoes. "How would you show that it is fall?" asked Miss Davis.

"Make a tree with red and yellow leaves falling down," suggested Shirley.

Other children wanted to make a spring scene. Jack decided to show a child hopping in his new shoes under an apple tree in blossom.



Miss Davis let each child make a picture during the INDEPENDENT WORK period. At the end of the period she drew a vertical line to divide the space above the poem on the chart. She wrote *Fall* in one space, and *Spring* in the other. One of the best fall pictures and one of the best spring pictures were then chosen and pasted on the chart.

On Wednesday morning the children in Group II read the last page in the story, "Hop, Hop, Hop!" Miss Davis began the DEVELOPMENTAL READING of this page by introducing the new words *our* and *walked*. Page 11
our
walked

"There are two new words on the last page of the story which we are about to read," she said. "One of the new words is the first word in the label over our science corner. What is it? Yes, it is *our*." Miss Davis placed the side of her hand under *Our* in the label as she said the word. "*Our* means that the science corner belongs to us. It is our corner. What else in the room belongs to us?"

"Our reading books," said Shirley.

"That's right," said Miss Davis, as she wrote on the blackboard: *Our reading books*. "Which word is *our*, Tommy?"

Tommy framed the word *our* and read it. Miss Davis added other similar phrases as the children suggested them.

"Bill and Susan used this word *our* when they were talking about their new shoes. This is what Susan said." Miss Davis placed in the wall chart the word cards to make the sentence *We can not play in our new shoes*.

"How many of you can read what Susan said? Jimmie, will you try?"

Jimmie read the sentence.

"What is the new word, Jimmie? Show us the card for it."

Jimmie responded, and two or three other children were given a chance to do the same.

"Our other new word tells something which Bill and Susan did on the way home. Do you think they hopped in their new shoes?"

No, they walked." Miss Davis placed in the wall chart word cards to make the sentence *They walked home*. She read the sentence to the children and asked different children to find and read *They walked*.

"I will leave these sentences in the wall chart," said Miss Davis, "to help you remember the new words *our* and *walked*."

"Now we are ready to finish our story. Let's find out what happened in the story after Bill and Susan had put on their new shoes."

Miss Davis passed the books, and the children turned to page 11. They discussed the picture as Miss Davis guided them with these remarks and questions: "Let's look at the picture. What are Bill and Susan doing? Yes, they are looking at their new shoes. How can you tell that their shoes are new? Do you think Bill and Susan are talking to each other? Let's find out what they are saying."

"The first sentence tells us what Susan did before she began talking. What did she do?" The children read the first sentence silently, then orally, in response to this question. Then they read the rest of the page in the same way, while Miss Davis made comments and asked questions as follows: "After Susan looked at her shoes, she said something. Read the next three sentences to find out what she said. Did Bill agree with Susan? Read the next two sentences. After Bill and Susan had talked about their shoes, they went somewhere. Read the next sentence and find out where they went. Did they hop on the way home? How did they go?"

When the children had finished reading page 11, Miss Davis let them talk about incidents which they liked in the story. Then she showed the children how to work with page 3 in *READ AND DO* before they went to their seats for *INDEPENDENT WORK*.

For the afternoon reading period Miss Davis had planned several *ADDITIONAL READING ACTIVITIES*. She usually had the children spend a few minutes only on each activity, and she used a sufficient variety to keep interest high and to provide for dif-

ferent types of reading growth. For this particular afternoon, she planned to give the children an experience in INTERPRETATION OF MEANING, and several in WORD RECOGNITION.

When it was time for the reading period, Miss Davis initiated a discussion about meanings in the story which could be inferred from the text although they were not directly stated.

"Let's talk about the story, 'Hop, Hop, Hop!'" said Miss Davis. "You remember that Bill and Susan played hopscotch again and again. Why did they play it again and again?"

"They had fun," said Alice.

"Yes," said Miss Davis. "If we play a game again and again, that means we enjoy the game, doesn't it?"

In the same way Miss Davis guided a discussion of these questions: "Why did Bill think he should tell his mother about the hole in his shoe? Do you think the children left their old shoes in the store? Why? Why did they walk home instead of hopping?"

Miss Davis then proceeded with WORD RECOGNITION. She wrote on the blackboard the sentences below:

Bill said, "We can not play in our new shoes."

They did not hop in their new shoes.

They walked home in their new shoes.

First she asked the children to read the sentences silently. Then she had them play the "Finding Game" in which different children framed the new words with the sides of their hands as Miss Davis named them. Next she had the children play the "Clap Game," asking them to clap once when she placed her hand under *our*, then *walked*, then *shoes*, then *hop*.

All of these WORD RECOGNITION activities had been concerned with sight recognition. In order to lay a foundation for independence in word attack, Miss Davis proceeded with two activities designed to develop phonic readiness. First she had the children find small words in larger words. She wrote the pairs of words below on the blackboard:

played	wanted	called	walked
play	want	call	walk

She then had a child read the first two words, find *play* in *played*, and underline it. She used the same procedure in working with the other three pairs of words.

Then she had them participate in rhyming activities for practice in hearing rhyming words.

"How would you like to make some rhymes?" asked Miss Davis. "I'll make the first one."

Bill said, "I like to hop.
I don't want to stop."

"What words rhymed, Ann?"

"Hop and stop," replied Ann.

"Can someone else make a rhyme with *hop* in it?"

Henry volunteered:

"I went hop, hop
And got my top."

"Fine, Henry," said Miss Davis. "What words rhyme in Henry's poem, Jack?"

"Hop and top."

After the children had made a few rhymes, Miss Davis concluded the period of ADDITIONAL READING ACTIVITIES by saying, "I am going to write some sentences on the blackboard, and then you may go to your seats and do what the sentences tell you to do."

Draw Bill and Susan.
Put new black shoes on them.

These direction sentences not only provided interesting INDEPENDENT WORK but they also gave the children an experience in applying the study skill of following directions.

Before the day was over the children had another RELATED EXPERIENCE. Miss Davis read to all of the children in the room the story, "New Shoes," by Rhoda W. Bacmeister.¹

After discussing the story, the children told of their own experiences in getting new shoes.

¹ "New Shoes," by Rhoda W. Bacmeister, *Stories to Begin On*, E. P. Dutton and Company, New York, 1940.

The next morning the children concluded their reading activities in connection with the story of "Hop, Hop, Hop!" by REREADING the entire story. Miss Davis had planned to give them an interesting purpose for rereading, and at the same time to afford them some practice in recalling story details and in distinguishing between narrative sentences and conversation.

"You have read all of the first story in your new book," she said. "I wonder if you can remember the different people who talked in this story."

"Bill, Susan, Mother," came the replies. Miss Davis wrote the names of the characters on the blackboard.

"Did anyone else talk besides Bill, Susan, and Mother?"

"The man in the store," said Russell.

"That's right," said Miss Davis as she wrote Russell's response.

"Now I will tell you something which one of these people said and see if you can remember who said it. '*Yes, it is fun.*'"

Some of the children thought Bill said the speech; others thought Susan said it.

Miss Davis wrote the sentence on the blackboard. "Let's start at the beginning of the story, read until we come to this sentence, and find out who is right."

Tommy read the story aloud until he came to the sentence. The children discovered that Susan said, "Yes, it is fun."

Miss Davis continued with this same procedure until the entire story had been reread. Other quotations which she wrote were:

(Page 8) "Yes, it is a big hole."

(Page 9) "You must have some new shoes."

(Page 10) "Do you want to put them on?"

(Page 11) "We must play in our old shoes."

In each case the children tried to recall who said the quotation, and then read to find out if they were right.

This REREADING activity was typical of all of the reading procedures which Miss Davis used. It was purposeful and interesting from the children's standpoint, and at the same time it afforded practice in the use of fundamental reading skills.

Bill Gets Ready

PAGES 12-15

BUILDING BACKGROUND

Guide the children in a discussion of mistakes they have made in dressing. "Did any of you ever make a mistake in dressing when you were hurrying to get ready for school? Did you ever leave off something you should have put on? Did you ever put on something you shouldn't have?"

DEVELOPMENTAL READING

Page 12
school

"Bill also made a mistake in dressing one morning. He overslept, and Susan was afraid he would be late for school, so she called him. This is what she said." Place in the wall chart the word cards *We must get ready for school*. Use the illustrated word card for the new word *school*. Ask a child to read the sentence. Show the other side of the word card *school* and have it read. Then replace it in the wall chart and have the entire sentence read again.

"This is the title of the story." Write on the blackboard the title *Bill Gets Ready*. If the children have difficulty reading *Gets*, write *get* on the blackboard in manuscript, and have them read this word. Add *s* to make the word *gets*. Then write *Get* and *Gets*. Have the children compare the capital and lower case forms of the word.

"Turn to page 12 in your books. What is Bill doing in the picture? How are the children dressed? What time of day do you think it is? What do you think Susan called to Bill?"

"Read the title. Read the first three lines and find out what Susan called to Bill. What did she say she must do? Read the next lines to find out what Bill did. What did he tell Susan he would do? How did he say he would dress? Who can read the entire page?"

Page 13
asked

"Susan asked Bill a question." Place word cards in the wall chart to build the sentence "*Are you ready?*" *she asked*. Read it to the children. Show the word card *asked* and have a child read it. Replace it in the wall chart and have the sentence read again.

"The first two lines on page 13 tell what Susan put on. Read to find out what she put on. Then what did she do? She asked Bill something. What was it? How did Bill answer Susan?

"Look at the picture. Does Bill have both shoes on? How many shoes are in the picture? Which ones are his new shoes? Which ones are his old shoes?

"What is the family doing in this picture? Which members of the family are sitting at the table? Are they eating? What are they doing? Does Bill look surprised? Let's read to find out why they are laughing at Bill. Pages 14-15

"What did Mother say in the first two sentences on page 14? How did Bill answer Mother? What did Susan do? What did she say when she saw Bill?

"Look at page 15. Read the first sentence to find out what Mother did. What did Daddy do? Then what did Bill do? What did they all do then? Find out what Bill said."

REREADING

The story may be reread for the purpose of dramatizing it. Choose different children to take the parts of the characters as they reread. Then other children may dramatize the story in their own words.

ADDITIONAL READING ACTIVITIES

Note: These activities may be used at the end of reading periods; or entire periods may be devoted to them, according to the needs of the children.

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Write on the blackboard the sentences below, and have the children read them. Then play the "Finding Game" described on page 19. Emphasize *school* and *asked*. Use after page 13.

Bill liked to go to school. Mother asked, "Are you ready?"
 "Are you ready?" asked Susan. Are you ready for school?"

Write on the blackboard the sentences below. Have the children find and underline *asked* each time they see it.

Bill asked, "Are you ready?" Mother asked, "Are you ready?"
 "Are you ready?" asked Bill. "Are you ready?" asked Mother.

Use after Build in the wall chart the sentences below. Play the "Fast
 page 15. Game" described on page 15. Emphasize *hop, our, shoes, walked, school, asked*.

Hop, hop, hop went Bill. They walked home.
Susan said, "We must not run Bill liked to go to school.
in our new shoes." Mother asked, "Are you ready?"

INTERPRETATION OF MEANING

Using context clues

Use after Write on the blackboard the phrase and sentences below.
 page 13. Have the children read the phrase with each ending and decide which one is right. Then ask a child to underline the right ending.

"Did you get up?"
 Mother asked, "Did you dress?"
 "Are you ready for school?"

APPLICATION OF STUDY SKILLS

Using tables of contents

The children may find the supplementary stories suggested under **INDEPENDENT WORK** by using the table of contents for each book.

APPRECIATION

Appreciating humorous incidents

Use after Have the children find the paragraph in which Bill discovered
 page 15. why the family was laughing.

INDEPENDENT WORK:

READ AND DO, page 4.

Write on the blackboard: *Draw our school*. Have the children read and follow this direction. They may write *Our School* under their picture.

Duplicate the sentences and phrases below. Have the children read them and underline in each sentence the phrase which is at the right.

We must get ready for school.	for school
"Are you ready?" she asked.	she asked
"Are you ready?" Mother asked.	"Are you ready?"
He liked to go to school.	to go to school
Are you ready for school?	for school
I am ready to eat, too.	I am ready
Then they all laughed.	they all laughed
Bill looked at his shoes.	Bill looked
Daddy looked at Bill.	at Bill
I must have two new shoes.	two new shoes

The children may read supplementary stories, such as:

"Six Years Old," page 37, *Bigger and Bigger*, D. C. Heath and Company, Boston, 1942.

"Ready for School," page 18, *Day by Day*, Allyn and Bacon, Boston, 1939.

RELATED EXPERIENCES

Each child may draw a series of pictures showing the different things he does to get ready for school in the morning.

Suggested Poem

"Growing Up," by A. A. Milne, *When We Were Very Young*, E. P. Dutton and Company, New York, 1924.

Run and Hide

PAGES 16-21

BUILDING BACKGROUND

"Have you ever had a surprise? Has anything ever happened to you which you didn't expect? Did anyone ever surprise you by hiding and jumping out at you? Have you ever surprised anyone else that way? What did you say when you jumped out at someone? Did any of you ever call, 'Surprise'?" Write on the blackboard a few sentences making use of the new word *surprise*, as:

Tommy called, "Surprise!" Jimmie said, "Surprise!"

DEVELOPMENTAL READING

Page 16
surprise
came

"Bill and Susan wanted to surprise Janet. When they saw Janet coming, Bill said this." Place in the wall chart the word cards *Let us surprise her*. Read the sentence to the children. Different children may read the sentence and then identify the word *surprise*.

"Janet came to Bill and Susan's house to ask them to go to school with her. This sentence tells where Janet came." Place in the wall chart the word cards *Janet came into the house*. Help the children read the sentence. Call their attention especially to *came*. Explain that sometimes we say *came* and sometimes we say *come*. Ask the children to use these two words in sentences to clarify their meaning, as: "I *came* to school this morning." "I will *come* tomorrow."

Place the word cards for *come* and *came* in the wall chart and ask the children to compare them.

"Find page 16. Who is coming to Bill and Susan's house? Where is Bill? What do you think Susan is going to do? Where do you suppose they will be when Janet comes in?"

"Read the title of the story. Find out what Susan said. Find out what Bill said. Read the rest of the page to find out what happened when Janet called Bill and Susan.

Page 17
was

"Do you suppose it was a surprise to Janet when Bill and Susan jumped out? That is what Janet said." Place in the wall

chart the word cards *It was a big surprise*. Read the sentence to the children, emphasizing *was*. Have one child find and read *was*.

"Look at page 17. Read the first three sentences to find out what Janet asked when she came in and how Baby answered her. Read the rest of the page. Look for the part that tells whether or not Janet and Baby enjoyed the surprise.

"Look at the picture. Does Janet look surprised? Are the other children having fun?

"When Susan left for school, she said something to Baby and Mother. What do you say when you are going away? Yes, you say, 'Good-by.' That is what Susan said." Place in the wall chart the word card *Good-by* and have it read. Ask a child to find *Good* in *Good-by* and frame it with his hands. Page 18
good-by

"Turn to page 18. Where do you think Susan is going? Why is Baby holding Susan's skirt? Do you think that Susan will take Baby to school? Why not?

"Let's read the first three sentences to find out what Susan said. Read the rest of the page to find out why Susan cannot take Baby to school.

"Bill was leaving for school, too. Let's find out what Bill said in the first two sentences. Read the next part to find out why Bill said Perky cannot go to school. Read the last two lines to find out what Perky did. Page 19

"Look at the picture. What do you think Bill is saying to Perky?

"Let's read to find out what Baby and Perky wanted to do after Bill and Susan went to school. Who came into the house? What questions did she ask? Page 20

"Look at the picture. What do you suppose Baby and Perky will do when Mother comes in?

"What are Perky and Baby doing in the next picture? Page 21

"Read the first sentence to find out what they did. Read what Perky and Baby said when they jumped out. What did Baby and Mother and Perky do? Find out what Mother said when Perky and Baby surprised her."

REREADING

The children may read the story again to find a sentence or sentences which answer the questions below. Ask the first question. Then have a child read page 16 orally while the others look for the sentence which answers it. Use the same procedure in having the other pages reread.

(Page 16) What did Janet call when she came into the house?

(Page 17) What did Bill and Susan say when they jumped out from behind the door?

(Page 18) Why couldn't Susan take Baby to school?

(Page 19) With whom did Bill tell Perky to play?

(Page 20) What did Mother call when she came into the house?

(Page 21) What did Mother say about the surprise?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Identifying phrases which are alike

Use after page 18. Write in columns on the blackboard the phrases below. Have different children read them and draw a line connecting a phrase in the first column with the same phrase in the second column.

Janet came	a big surprise
a big surprise	Janet came
Good-by	It was fun
It was fun	Good-by

Recognizing words in context

Play the "Guessing Game." Put in the wall chart the sentences below. Ask one child to close his eyes while another frames one of the words in the sentences. The child who closed his eyes then tries to guess the word which the other child indicated. He may, for example, frame the word *Janet* and ask, "Was it *Janet*?" The other children reply, "No, it was not *Janet*." When the child who is guessing comes to the right word which, let us say, is *house*, the children then respond, "Yes, it was *house*."

It was a big surprise.

Bill said good-by to Perky.

Janet came into the house.

Locating words in context

Write on the blackboard the sentences and directions below. Use after
Ask different children to follow the directions by drawing a line page 21.
under the words they are to find in the sentences.

Janet came into the house.

Find came.

"Surprise!" said Bill.

Find Surprise.

Susan was going away.

Find was.

She said, "Good-by Mother."

Find Good-by.

Finding stem words in derived forms

Put in the wall chart: *played, looked, wanted, looking, liked*.
Place on the chalk ledge: *look, play, want, like*. Have a child place
a word card from the chalk ledge under the corresponding part
of the derived form in the wall chart and then read both words.

Noting visual similarities in word beginnings

Place on the chalk ledge *saw, was, want, surprise, walked, soldier*. Have the children place the words that begin with *s* in
one column in the wall chart and those that begin with *w* in
another column.

INTERPRETATION OF MEANING

Using context clues

Arrange in the wall chart the incomplete sentences below. Use after
Place on the chalk ledge *something, surprise, saw, good, good-by*. page 21.
Give different children a turn to read one of the incomplete
sentences, supply the missing word, and read the completed
sentence.

It was a big

Susan said, . . .

CONTACTUAL READING:

Take advantage of opportunities to use *surprise* in bulletin
board notices, as: Surprise! Look on the book shelf.

When a child returns to school after being absent, use the words *school*, *came*, and *was* in bulletin board notices, as:

Jimmie was sick.

He came to school again today.

When the children are ready to go home, show the word card *good-by*. Let them reply by reading it.

INDEPENDENT WORK:

READ AND DO, pages 5-6.

Write on the blackboard the words below. Have the children copy these words from the blackboard and underline each little word they find in the larger word.

asked played liked called jumped

Duplicate the sentences below. Have the children read each one and draw a line under the correct word at the right.

Susan said, "We are ready for school."	Yes	No
Janet came into the train.	Yes	No
Bill and Susan did not come.	Yes	No
Baby laughed.	Yes	No
Bill jumped out.	Yes	No
It was fun for Baby, too.	Yes	No
"We must go to the park," said Susan.	Yes	No
Susan said, "Good-by, Baby."	Yes	No
Bill said good-by to Fuzzy.	Yes	No
Bill said good-by to Perky.	Yes	No
Dogs can go to school.	Yes	No

The children may read supplementary stories, such as:

"Time for School," page 18, *Fun with Polly Parrot*, Ginn and Company, Boston, 1940.

"May Winky Go to School?" page 40, *Winky*, Allyn and Bacon, Boston, 1939.

"Going to School," page 2, *Going to School*, The John C. Winston Company, Philadelphia, 1940.

RELATED EXPERIENCES

The children may dramatize "Run and Hide."

The children may draw pictures which show something they saw on the way to school. The pictures may be pasted in a scrap-book titled, "Surprises."

Suggested Stories

"In the Barn," by Eunice K. Crabtree, Lu Verne Walker, and Dorothy Canfield, *In the City and On the Farm*, The University Publishing Company, Lincoln, Nebraska, 1940.

"Good Times at a City School," by James S. Tippet, *Henry and His Friends*, World Book Company, Yonkers, New York, 1943.

"Peek-a-Boo," by Rhoda W. Bacmeister, *Stories to Begin On*, E. P. Dutton and Company, Inc., New York, 1940.

Suggested Poems

"I'm Hiding," by Dorothy Aldis, *Everything and Anything*, Minton, Balch and Company, New York, 1927.

"When Annabelle's It," by Dorothy Aldis, *Before Things Happen*, G. P. Putnam's Sons, New York, 1939.

Fuzzy Runs Away

PAGES 22-27

BUILDING BACKGROUND

"How many of you have a kitten? Did she ever run away from home and get lost? Did your kitten ever get caught in the rain? Was she unhappy about being wet?"

DEVELOPMENTAL READING

Pages
22-23

"In our new story, Fuzzy has an adventure. Open your books to pages 22 and 23. Where are Susan and Baby? To whom is Susan talking? Who do you think wants to play with Fuzzy? Is Fuzzy paying any attention to Susan? What is Fuzzy chasing? Look at the small picture in the lower part of page 23. What does Fuzzy see? What color is it? Is it a mouse? What is it?"

"Read the title on page 22. Read the first four sentences and find out what Susan called to Fuzzy. Did Fuzzy obey Susan?"

"Look at the next page. Read to find out what Fuzzy saw. What did she do? Read the last part of the page to find out what else Fuzzy saw and did."

Page 24
cat
rain

"In the part of the story which we have read, you will remember that Fuzzy ran away. After awhile a man saw Fuzzy and said something to the little cat." Place in the wall chart the word cards *Go home, little cat*, using the illustrated word card *cat*. Have the sentence read. Reverse the card for *cat* so that only the word is visible, and have one or two children read the sentence.

"The man told Fuzzy to go home because the sky was getting dark and he saw that it was going to rain. This is what he said to Fuzzy." Place in the wall chart the word cards *It is going to rain*, using the illustrated word card *rain*. Have the children read the sentence. Then show the other side of the word card *rain* and have the sentence read again. Suggest that the children look at the illustrated word cards *cat* and *rain* to help them remember the new words while they are reading.

"Turn to page 24. What does Fuzzy see now? Is it a big wagon or a little wagon? Who is in the wagon? Does the man see Fuzzy?"

"Read the first two sentences to find out more about Fuzzy's adventure. What did the man say to Fuzzy? Did Fuzzy go home?"

"How do cats cry? Yes, they say, 'Mew! Mew!' That is just how Fuzzy cried." Write on the blackboard "*Mew! Mew! Mew!*" *she cried*. "Read the sentence. How many times did Fuzzy cry, 'Mew'?" Show the word card *cried*, have the children read it, then ask one child to match it with the same word in the sentence on the blackboard.

Page 25
(*mew*)
cried

"Look at page 25. What is happening in this picture? Where is Fuzzy? Do you think she likes the rain?"

"Read the first part of the page to find out why Fuzzy was unhappy. Read the last part to find out why Fuzzy did not stay under the tree.

"Why did Fuzzy run toward the wagon? Does the man see Fuzzy now? Why not?"

Page 26

"Read the first part of the page to find out how Fuzzy tried to get out of the rain. Read the rest of the page to find out what she did next.

"Read the first part of this page to find out whom Fuzzy met. Now find out how Fuzzy got home."

Page 27

"Can you see Fuzzy in the picture? Does she look happy? Why?"

REREADING

The children may reread the story to list the different things and people Fuzzy saw during her adventure. Write these phrases on the blackboard as the children find them.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Play the "Finding Game." Use words in the sentences below. Use after Emphasize *cat* and *rain*. page 24.

Fuzzy was a cat.

It was going to rain.

She was a little cat.

Fuzzy did not like the rain.

Use after
page 25. Place in the wall chart *cried Fuzzy*. Play the "Changing Words Game." Substitute for *Fuzzy* such words as *Baby, Bill, Mother, Janet, Daddy, Susan*. Have the phrase read each time you substitute a different word.

Building sentences

Write on the blackboard the sentences below. Have children take turns building the first sentence in the wall chart with the word cards and reading it. Do the same with the second sentence.

Then the rain came. "Mew! Mew! Mew!" she cried.

INTERPRETATION OF MEANING

Interpreting sentences

Use after
page 26. Discuss with the children the way in which *Fuzzy* left home. Ask, "Why did she run?" Have the children explain these two sentences on page 26: *Fuzzy did not run now. She walked.*

Using context clues

Use after
page 27. Write on the blackboard the incomplete sentences below. Under the sentences write *the little cat, the rain, cried, a wagon*. Have the children read each sentence and select the correct word or phrase for you to write in the blank space.

Down, down came
"Mew! Mew! Mew!" *Fuzzy*
On and on walked
Fuzzy ran under

Drawing inferences

Write on the blackboard the sentences below. Have all the children read the first sentence silently. Select one child to indicate *Yes* or *No* for the first sentence. Then have him read the sentence and tell why he thinks the answer he indicated is right. Use the same procedure with the other sentences.

Daddy liked <i>Fuzzy</i> .	Yes	No
<i>Fuzzy</i> liked Daddy.	Yes	No
The man in the wagon liked <i>Fuzzy</i> .	Yes	No

Associating characters with what they said

Write on the blackboard the phrases and sentences below. Different children may draw a line connecting a phrase in the first column with the appropriate phrase or sentence in the second column.

Susan called,	"Mew! Mew! Mew!"
Daddy called,	"Do not run away."
Fuzzy cried,	"Come home with me."

APPLICATION OF STUDY SKILLS**Selecting words and phrases to answer questions**

Place on the chalk ledge *the man, Fuzzy, Susan's Daddy*. Ask the children the questions below and have different ones select from the chalk ledge the correct answer to each question.

Who said, "Go home, little cat"?
Who cried, "Mew! Mew! Mew!"?
Who took Fuzzy home?

Using the table of contents

The children may refer to the list of stories to find the title and page number of a story in the first group which they would like to reread.

CONTACTUAL READING:

Discuss with the children the sounds which they hear when it rains. Guide them in composing a chart story using words to represent these sounds. Such a story might read something like this:

Splash! Splash!
Pitter, patter!
Plop! Plop! Plop!

INDEPENDENT WORK:

READ AND Do, pages 7-8.

Write on the blackboard the phrases below. The children may cut from old magazines and mount pictures of as many of the objects as they can find.

a man a cat a wagon the rain a tree a school

Duplicate the lists of words below. Have the children underline in each column the words which start with the same letter as the first word.

<u>cat</u>	<u>ball</u>	<u>good</u>	<u>five</u>
asked	by	very	red
came	drum	game	four
ride	boat	old	he
can	birds	going	fast
cake	boy	book	she
night	some	girl	found
cookies	bag	march	fun
mud	bed	parade	played
call	big	white	has

The children may read supplementary stories, such as:

"Nancy's Kitten," page 16, *Going to School*, The John C. Winston Company, Philadelphia, 1940.

"Fun for Little Quack," page 82, *Fun with Dick and Jane*, Scott, Foresman and Company, Chicago, 1940.

RELATED EXPERIENCES

The children may tell experiences in being caught in the rain.

They may compose poems about the rain. Write their poems on large pieces of tagboard.

They may make illustrations to paste on their poem chart.

Suggested Stories

"Mrs. Finnegan's Milk," by Dorothy Canfield, *Tell Me a Story*, University Publishing Company, Lincoln, Nebraska, 1941.

"The Little Black Cat Who Went to Mattituck," by Margaret Wise Brown, *The Fish with the Deep Sea Smile*, E. P. Dutton and Company, Inc., New York, 1938.

Suggested Poem

"It Is Raining," by Lucy Sprague Mitchell, *Another Here and Now Story Book*, E. P. Dutton and Company, Inc., New York, 1937.

Grandfather Comes

PAGES 28-34

BUILDING BACKGROUND

Guide the children in a discussion of visits their grandfathers and grandmothers have made to their homes.

Show the picture on pages 28-29 which introduces the second group of stories in *DOWN THE ROAD*. A new character appears in this section of the book: Teddy and Janet's grandfather. Pages 28-29

Have the children find the picture in their books by matching. Discuss this picture with questions, as: "Who are the children in this picture? Who do you think the other people are? That's right, they are Teddy and Janet's father and mother and grandfather. This is a room in their house. Grandfather has come to live with Teddy and Janet and their father and mother. How can you tell that the children are happy to see their grandfather?"

DEVELOPMENTAL READING

"The new story is about Teddy and Janet's grandfather. Teddy was so happy when Grandfather came that he wanted to tell Bill and Susan. This is what he said." Introduce ¹ *My grandfather is here*. Page 30
grand-
father
live

"Teddy wanted Bill and Susan to know that grandfather was going to live with his family. This is what he said to them." Introduce *He is going to live with us*. Read the sentence to the children. Have them look for the new word. Ask a child to read the sentence and to indicate the new word *live*.

"Turn to page 30. Where are Bill and Susan going? Who is at the gate? Why is Janet taking Grandfather toward Bill and Susan?"

"Read the title of the story. Read the first part of page 30 to find out who came out into the two yards. What did Teddy do when he saw Bill and Susan? What did Teddy say?"

¹ Hereafter, when the word "Introduce" is used in connection with developing a new word, it means that the teacher is to build a sentence in the wall chart with the word cards, as previously suggested. First use the illustrated side of any new nouns which may appear, then the symbol side. Have the children read the sentence in both forms, then separate phrases, and finally the new word or words.

Page 31
Alice

"Susan told Teddy's grandfather that she and Bill lived with Daddy, Mother, and Alice. She said this." Introduce *We live with Daddy and Mother and Alice*. "Alice is the baby's name. Whenever you see the name *Alice* in your books, you will know that it stands for *Baby*."

Place in the wall chart the illustrated word cards *Daddy*, *Mother*, *Alice*, *Bill*, and *Susan*. Ask a child to select and read *Alice*. Then turn the cards and repeat the process.

Page 32
say

"On the next page Janet introduced Grandfather. What did she say? What did Grandfather say? How did Susan answer him?"

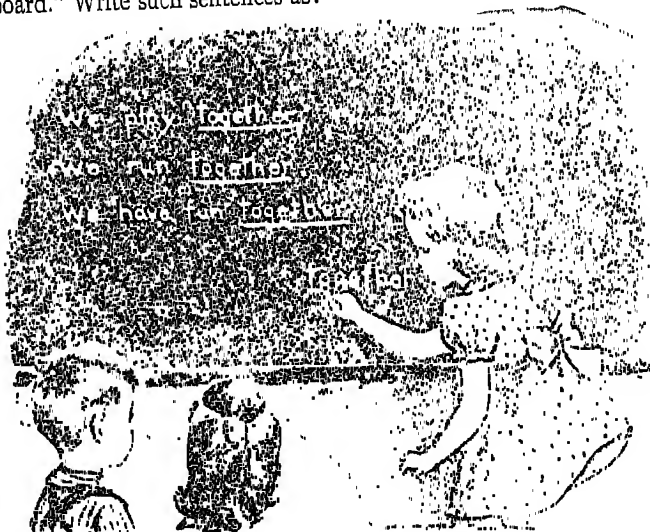
"Bill wanted to introduce Perky to Janet's grandfather. He told Perky to come and say something." Introduce *Come and say hello to Janet's grandfather*.

"Turn to page 32. To whom is Grandfather talking? What do you suppose Perky is saying to Grandfather?"

"What did Bill tell Perky to do? How did Perky answer? What did Teddy say? What did Perky do? What did they all do?"

Page 33
together
call

"We do many things together in our classroom. Tell me some of the things we do together, and I will write them on the blackboard." Write such sentences as:



Have a child read one of the sentences and draw a line under the word *together*, saying the word as he does so. Use the same procedure with the other sentences. Write *together* on the black-board by itself. Have a child find and underline *to*.

"Grandfather said that he and the children would have fun together." Introduce *We are going to have fun together*.

"After Grandfather said they would have fun together, he remarked, 'Teddy and Janet call me Grandfather.' Then he asked Bill and Susan to call him Grandfather, too. He said this." Introduce *Will you call me Grandfather, too?* Have the children compare *call* and *called*.

"Look at the picture on page 33. To whom is Grandfather talking?

"Read the first sentence to find out what Grandfather did. Find out all the things that Grandfather said. What question did he ask? What answer did Bill and Susan give to Grandfather?

"The children wanted to hear a story. Teddy wanted the donkey story." Introduce *the donkey story*. Page 34
donkey

"Turn to page 34. Janet suggested something. Read the first two sentences to find out what it was. What did the children and Grandfather do? What did Grandfather ask? How did Teddy answer Grandfather?

"Do the children look as if they wanted to hear the story?"

REREADING

The children may reread the story to check their recall of specific details. Ask the questions below. A child may answer a question from memory and then read orally until he comes to the part that proves his answer. The other children may decide whether or not his answer was right.

(Page 30) At what time of day did Grandfather come?

(Page 31) Who asked Bill and Susan if they lived in the white house?

(Page 32) Who laughed at Perky when he said, "Bow-wow"?

(Page 33) Who said, "We are going to have fun together"?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Use after Play the "Finding Game" and the "Fast Game." Use words in
page 31. the sentences below. Emphasize *Grandfather*, *live*, and *Alice*.

Grandfather came.	Grandfather liked Alice.
He was going to live with Teddy.	Alice was the baby.

Identifying phrases

Write on the blackboard the phrases below. Read one of the phrases orally. Have a child find, read, and underline it.

my grandfather	our baby Alice	call me grandfather
to live with us	say hello	the donkey story
	to have fun together	

Recognizing words in context

Play the "Guessing Game" described on page 28. Use the phrases above. Guide the children to choose the words *grandfather*, *live*, *say*, *Alice*, *together*, *call*, *donkey*.

Noting visual similarities in word beginnings

Place on the chalk ledge *live*, *let*, *five*, *like*, *get*, *look*. Ask different children to place in the wall chart and read the words that start like *live*.

Noting auditory similarities in rhyming words

Place on the chalk ledge *may*, *Mother*, *play*, *party*, *gray*, *live*, *say*. Ask a child to find *say*, find another word that rhymes with *say*, and read both words. Then he may replace the words on the chalk ledge and another child may repeat the procedure.

INTERPRETATION OF MEANING

Using context clues

Use after Write on the blackboard the phrases below. Have different
page 34. children draw a line connecting a phrase in the first column with the appropriate phrase in the second column.

Alice is	to have fun together.
Call me	for the donkey story.
The children asked	will live with us.
We are going	Grandfather.
My grandfather	our baby.

APPLICATION OF STUDY SKILLS

Detecting irrelevant words

Place in columns in the wall chart the words below. Choose different children to remove the irrelevant word from each list of words.

<i>Grandfather</i>	<i>donkey</i>	<i>doll</i>
<i>Alice</i>	<i>cat</i>	<i>drum</i>
<i>Susan</i>	<i>Alice</i>	<i>horn</i>
<i>donkey</i>	<i>dog</i>	<i>together</i>

CONTACTUAL READING:

Place a picture of a grandfather and a grandmother on the bulletin board. Under the picture put a story which the children have composed, as:

Here are grandfather and grandmother.
They live together in a big house.
They like children.

Whenever an activity calls for the use of the word *together*, place notices on the blackboard or on the bulletin board, as:

Now we will sing together.

INDEPENDENT WORK:

READ AND DO, pages 9-12.

Write on the blackboard the directions below.

Draw a donkey.
Color him gray.
Draw grass under the donkey.

Duplicate the words below. Write on the blackboard the words *something*, *grandfather*, and *pocketbook*. Underline each word in these compound words. Give the children copies of the words

duplicated. Have them cut out the words at the right and paste each one beside a word at the left to make a compound word. Then they may write each compound word at the right.

some	father
grand	book
pocket	thing

The children may read supplementary stories, such as:

"Play with Father," page 23, *Play at Home*, D. C. Heath and Company, Boston, 1944.

"Grandfather and Grandmother," page 102, *The Laidlaw Basic Readers, Primer*, Laidlaw Brothers, Inc., Chicago, 1944.

RELATED EXPERIENCES

The children may practice the correct form of introducing one person to another.

They may write a simple note to their grandfathers or grandmothers.

Suggested Story

"The Big Red Apple," by Kate Whiting Patch, *For the Children's Hour*, compiled by Carolyn S. Bailey, Milton Bradley Company, Springfield, Massachusetts, 1937.

Suggested Poem

"Grandpa Dropped His Glasses," by Leroy F. Jackson, *Gaily We Parade*, The Macmillan Company, New York, 1940.

The Little Gray Donkey

PAGES 35-41

BUILDING BACKGROUND

Post on the bulletin board pictures of farm animals, including especially a donkey, a pig, a goat, and a hen. Have the children identify each animal and suggest a label for you to place under it as: This is a donkey.

DEVELOPMENTAL READING

The story Grandfather told the children is about a little gray donkey. The donkey jumped into some mud that was deep and black. Introduce *The mud was deep and black*. Have the children match the word card *black* with *black* on the color chart.

Page 35
deep
black

"Open your books to page 35. What animal is in the picture? What color is he? What is he doing?"

"The title tells the donkey's name. Who can read it? Read the first part of the page to find out how the donkey had a good time. Read the last part to find out what happened."

"What do you suppose happened to the donkey when he jumped into the mud? Yes, he sank down into it and could not get out. He was stuck. Introduce *The little gray donkey was stuck in the mud*. Have a child read the sentence and show the new word *stuck*."

Page 36
stuck

"Turn to page 36. What has happened to the little gray donkey? What color is the mud? How can you tell that it is deep?"

"Read the first two sentences to find out where the donkey was stuck. Read the rest of the page to find out what the donkey cried."

"The old white pig came along and saw little gray donkey stuck in the deep black mud." Introduce *the old white pig*.

"The old white pig tried to help the little gray donkey. He got behind the donkey and pushed and pushed." Introduce *The pig pushed*. Have the children read the sentence silently and look for the new words. Ask different children to take them out of the wall chart and read them. Then have the children compare the first letters in *pig* and *pushed* and note the length of the two words.

Page 37
pig
pushed

"Look at page 37. Read what the old white pig said to the donkey. Read the next two sentences to find out what the pig did. Did the pig get the donkey out of the mud?

"Look at the picture. What is the pig doing?

Page 38
shall
goat

"Were you ever in some difficulty and you didn't know what to do? Did you say, 'Oh, what shall I do?' That is what Little Gray Donkey said when he was stuck in the mud." Introduce *Oh, what shall I do?* Have the children identify the new word *shall*.

"A big black goat came along to help the little gray donkey. Introduce *the big black goat*.

"Turn to page 38. Read what the donkey cried. What did the goat say? What did he do? Did he get the donkey out of the mud?

"Look at the picture. What is the goat doing?

Page 39
brown
hen

"Soon a little brown hen came along to help the little gray donkey." Introduce *little brown hen*. Have the children match the word card *brown* with the same word on the color chart.

"Look at page 39. Now who is helping the little gray donkey? What color is the hen? How is she helping?

"Read what the donkey cried to the hen. What did the hen say? What did she do? Did she get the donkey out of the mud?"

Page 40
him

Place in the wall chart *Then we shall get little gray donkey out of the mud*. Have the sentence read. Then take away the word cards *little gray donkey*. Tell the children that they can use a word which stands for *little gray donkey*. Show the word card *him* and read it. Place *him* in the sentence and have the whole sentence read.

"Turn to page 40. What did the little gray donkey cry again about the mud? Who did he say could not help him? What good idea did the little brown hen have?

"What did the pig and the goat and the hen do? Did they finally get the donkey out of the mud?"

Page 41

REREADING

In rereading the story different children may be chosen to take the parts of the animals. Each one may read the speeches of the animal which he represents.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Identifying words

Write in columns on the blackboard the words below. Have different children underline and read the words in each column which are like the first word. Use after page 38.

<u>deep</u>	<u>stuck</u>	<u>shall</u>	<u>black</u>
did	stop	shall	brown
deep	stuck	she	black
do	story	shoe	black
deep	stuck	shall	blue
deep	store	shall	black

Identifying phrases

Place in the wall chart *The old white pig pushed*. Play the "Changing Words Game" described on page 34. Substitute for *old white pig* the phrases, *big black goat*, *little brown hen*. Use after page 40.

Place in the wall chart *little gray donkey, stuck in the deep mud, old white pig, they all pushed, what shall I do, big black goat, little brown hen, get him out*. Play the "Finding Game."

INTERPRETATION OF MEANING

Associating nouns and pronouns

Say sentences about the different boys in the group, which make use of *him*, except that you omit this word. Place in the wall chart the word card *him*. Ask a child to supply the word *him* in your sentence by showing and reading the word card. Use after page 40.

This is Jack's boat. Henry's shoes are brown.
It belongs to . . . (him) They are just the right size for . . . (him)

APPRECIATION

Sensing character traits

Discuss the spirit of helpfulness and cooperation shown by the animals. Develop the idea that by working together the animals solved a problem that each one separately could not have solved. Use after page 41.

CONTACTUAL READING:

Use this story to stimulate interest in different kinds of animals. Discuss the kinds of animals in the story. Have the children make pictures of them, cut out the pictures, and mount them on a chart. Guide the children in composing a story about each of the animals, such as:

The white pig is very fat.

The goat has two horns.

The donkey is black.

He is black and white.

He has long black ears.

INDEPENDENT WORK:

READ AND DO, pages 13-18.

Write on the blackboard *the old white pig, the little brown hen, the big black goat, the little gray donkey*. Each child may choose one animal to model.

Duplicate the sentences and words below. Have the children read the story and then answer the questions by drawing a line under the appropriate word or words at the end of each question.

A brown hen ran to a big tree.

She saw something by the tree.

It was a red trailer.

A white goat and a black pig were in the trailer.

They jumped up and down in the trailer.

- | | |
|---|--------------------------------------|
| 1. What color was the hen? | white brown |
| 2. What was by the tree? | a trailer a train |
| 3. What color was the trailer? | red black |
| 4. What color was the goat? | white brown |
| 5. What did the hen see in the trailer? | a pig and a goat
a goat and a dog |
| 6. What color was the pig? | brown black |

The children may read supplementary stories, such as:

"Little Elephant and the Water," page 47, *Fun in Story*, The John C. Winston Company, Philadelphia, 1940.

RELATED EXPERIENCES

Different children may pantomime the actions of one of the animals in the story (the donkey, pig, goat, or hen). Let the other children guess the name of the animal which a child is representing in each case.

Suggest that the children paint a mural depicting this story.

Suggested Stories

"The Song of the Little Donkey," by Alice Crew Gall and Fleming Crew, *Told Under the Magic Umbrella*, The Macmillan Company, New York, 1939.

"The Man, the Boy and the Donkey," by Marjorie Pratt and Mary Meighen, *Read Another Story*, Benjamin H. Sanborn and Company, Chicago, 1939.

Suggested Poems

"Our Donkey," by Tom Robison, *In and Out*, The Junior Literary Guild and the Viking Press, New York, 1943.

"My Donkey," French, *Picture Rhymes from Foreign Lands*, by Rose Fyleman, Frederick A. Stokes Company, New York, 1935.

WORD RECOGNITION TEST

Page 19 in READ AND DO is a word recognition test. It is to be used after page 41 in DOWN THE ROAD and tests the recognition of words taught through page 41, which have been used at least three times. If children do not have copies of READ AND DO, the test may be duplicated for them.

Directions: Look at the words in square 1. Draw a line under
1. shoe; 2. goat; 3. rain; 4. school; 5. grandfather; 6. surprise;
7. good-by; 8. donkey; 9. pig; 10. together; 11. deep; 12. hen; 13. hop;
14. was; 15. cried; 16. live; 17. walked; 18. came; 19. asked; 20. our.

1. shoe hop she our	2. goat hen came cake	3. cried came rain train	4. surprise school deep squirrel
5. good-by grandfather surprise grass	6. walked asked surprise something	7. good-by together grandfather going	8. hop deep donkey duck
9. hop pig big pony	10. together grandfather good-by trailer	11. pig hop deep boy	12. hen goat came called
13. deep help hop pig	14. was rain our saw	15. school cried came come	16. deep hop live like
17. asked called walked laughed	18. shoe came cried come	19. asked walked together again	20. was our mew one

Old Toys and New Toys

PAGES 42-47

BUILDING BACKGROUND

The children may tell about toys which they have broken and which have been mended. Guide the discussion so that the following points will be developed: how the toy was broken, how it was mended, who mended it, if it was as good as new after it was mended.

DEVELOPMENTAL READING

"One day Teddy saw that his wagon was broken. Teddy showed his broken wagon to his grandfather. This is what he said." Introduce *It is broken*. After the sentence has been read by different children, have someone read the new word *broken*. Page 42
broken
mend

"Of course Teddy couldn't play with a broken wagon. Grandfather said he would help Teddy mend it. Introduce *I will help you mend it*. Have different children read the whole sentence, then indicate the word *mend*."

"Open your books to page 42. Why is Teddy showing his wagon to Grandfather? Can Teddy ride in a broken wagon? What do you think Grandfather will do about it?"

"The story is about two kinds of toys. Read the title to find out what kinds they are. What did Teddy tell Grandfather? What did Grandfather say?"

"Grandfather helped Teddy." Introduce *Grandfather helped him mend his wagon*. Compare the word cards *helped* and *help*. Write these two words on the blackboard. Have a child underline *help* in *helped*. Page 43
helped

"Look at page 43. Read the first three lines to find what Teddy and Grandfather did. What did Teddy say? Bill came along while Grandfather was working. Let's read about Bill. What did Grandfather tell Bill to do about his boat?"

"Look at the picture. Where are Grandfather, Teddy, and Bill? Yes, they are in a work shop. Grandfather mended toys in his work shop."

Page 44
shop

"Bill thought that they should call the place where Grandfather was mending toys, a toy shop." Introduce *Let us call this our toy shop*.¹

"Turn to page 44. Did Grandfather mend Bill's boat? What did Bill say to Grandfather? How did Grandfather answer Bill? What did Bill suggest that they might do in the shop?

"Does Bill's boat look as if it had been mended?

Page 45
off
hair

"Susan also had a toy that needed mending. Something had happened to the hair on her doll. It came . . ." Let the children supply the word *off*. "This is what Susan said." Introduce *Her hair came off*. Have different children find and read the words *hair* and *off*.

"Look at page 45. What do you think the sign in the picture says? What is Grandfather doing? What is Susan bringing to the toy shop?

"Read the first part of the page and find out what Bill is saying. Who came to the shop? What did Susan have? What did she say about her doll? How did Bill answer Susan?

Page 46

"Read the first four lines to find out what Bill and Susan did. What did they call to Alice? Find out how Alice got into mischief.

"Look at the picture. What does Alice have in her hand? Do Bill and Susan see Alice?

Page 47
bang

"Grandfather not only mended the old toys; he also made some new toys for the children. He made a drum. When Alice played the drum, this is the sound it made." Write on the blackboard *Bang! Bang! Bang!* and read the words. Ask different children to read them.

"Look at page 47. What is Susan doing with the doll's hair? What is Grandfather giving to Alice?

"What did Bill say to Alice when he saw her taking off the doll's hair? What did Grandfather say to Alice? What did Alice do? What did Bill say about Alice?"

¹ From this point on, when it is necessary to read a new word to the children, no mention will be made of a special technique to use. It is suggested in such cases that the teacher read the sentence, have two or three children read the sentence, and then have them read the new word.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Play the "Finding Game." Use words in the sentences below. Use after
 Emphasize *broken, mend, helped.* page 43.

Teddy's wagon was broken. Grandfather helped him mend it.

Discriminating between words similar in configuration

Write in a column on the blackboard *brown, broken, brown, broken, broken, brown.* Ask different children to find, underline, and read *broken* each time they see it.

Place in the wall chart the sentences below. Play the "Clap Game" described on page 15. Emphasize *broken, helped, mend, hair, off, bang, shop.* Use after page 47.

Grandfather helped Teddy mend his broken wagon.

Her hair came off.

Bang! went the drum.

Bill said, "Let us call this our toy shop."

Identifying words

Write in columns on the blackboard the lists below. Have the children underline and read in each column the words that are like the first word. Use after page 47.

<u>off</u>	<u>bang</u>	<u>hair</u>	<u>helped</u>
on	bags	hair	hello
off	bang	have	helped
of	ball	has	here
off	bang	hair	helped
oh	bang	had	hen
off	boat	hair	helped

INTERPRETATION OF MEANING

Answering yes-no questions

Sketch on the blackboard a picture of a doll with her hair and one arm missing. Write on the blackboard the sentences below. Use after page 45.

Ask different children to underline the correct answer for each of the first two sentences and to follow the direction.

Is this a broken doll? Yes No

Has her hair come off? Yes No

Draw the doll's hair.

Using context clues

Use after Write on the blackboard the incomplete sentences indicated
page 47. below. Place in the chalk ledge the word cards *wagon, boat, off, bang, shop*. Have the children read the sentences and select the correct words for you to write in the blanks.

The drum went

Grandfather helped mend Bill's

Susan brought her doll to the toy

Teddy had a broken

The doll's hair came

APPLICATION OF STUDY SKILLS

Recalling story details

Use after Clip together word cards for the phrases *Grandfather helped*
page 44. and *The Toy Shop*. Ask the questions below. Have different children answer them by reading the correct phrase.

Who helped Teddy mend his wagon?

What did Bill suggest that they call their shop?

Use after Write on the blackboard the questions below. Place on the chalk
page 47. ledge *Bill, to the toy shop, her hair, the broken wagon*. Ask different children to answer a question by reading the correct word or phrase.

What did Grandfather mend?

What came off the doll?

Who helped Grandfather mend the toys?

Where did the children take the broken toys?

CONTACTUAL READING:

Invite the children to bring their toys to school. Place the toys on a table with a label, for example: See Our Toys.

INDEPENDENT WORK:

READ AND DO, pages 20-22.

Write on the blackboard directions for the children to follow, as:

Draw pictures of five broken toys.

Draw a red line where the toy is broken.

Duplicate the story below. Have the children read the story and draw one line under *broken* each time they see it, two lines under *mend*, and three lines under *boat*.

The Broken Boat

Bill has a broken boat.

Bill saw Grandfather.

He said, "Grandfather,
my boat is broken.

Can you mend it?"

Grandfather looked

at the broken boat.

He said, "We can mend it.

Then the boat will look
like new again."

The children may read supplementary stories, such as:

"The Red Wagon," page 21, *Jim and Judy*, The Macmillan Company, New York, 1939.

RELATED EXPERIENCES

Each child may paint or draw a picture of a broken toy with some part missing. Have the children exchange pictures and let each one mend the broken toy which he receives by supplying the missing part in the picture.

The children may bring broken toys to school to be mended. Guide them in composing a letter asking some older children who work in the shop to mend the toys. They may compose a letter of thanks when the toys are returned. Write these letters on the blackboard as the children suggest the content. If they are very simple, perhaps the children can copy them.

Suggested Poem

"The Toy Shop," by Rachel Field, *Taxis and Toadstools*, Doubleday, Doran and Company, New York, 1937.

The Lost Grandfather

PAGES 48-53

BUILDING BACKGROUND

The children may discuss their experiences in going to a barber shop to get a haircut.

"Our new story is about Teddy and Grandfather getting haircuts at the barber shop. After both Teddy and Grandfather had their hair cut, one of them got lost. The story will tell us which one got lost."

DEVELOPMENTAL READING

Page 48
cut
barber

"One day Teddy's mother told him he must have his hair cut. She said this." Introduce *Teddy must have his hair cut*. Have a child find and read *cut*.

"What do we call a man who cuts hair? Do you go to a barber to have your hair cut? This is where Mother said Teddy must go." Introduce *He must go to the barber*. Have the children compare the length of *barber* with the short words in the sentence.

"Turn to page 48. Whom do you see on the left side of the page? Where is Teddy's mother looking? Is Teddy going toward Grandfather or away from him? Is Grandfather going out or coming in? What do you suppose Teddy is saying to Mother?

"Read the title of the story. Read the first three lines to find out what Teddy's mother said. What did Grandfather say? How did Teddy feel about having his hair cut?

Page 49
care

"Do you ever take care of your younger brother or sister? Usually an older person takes care of a younger one. But in this story it was just the opposite. Mother told Teddy to take good care of Grandfather." Introduce *Take good care of Grandfather*.

"Let's read page 49. What did Mother say to Teddy? How did Teddy answer her? What did Grandfather say?

Page 50
by
windows

"As Grandfather and Teddy went to the barber shop, they walked by the houses and by the stores. This sentence has the new word *by* in it." Introduce *They walked by the houses*.

"As Teddy walked along, he wanted to look in the store windows." Introduce *Teddy wanted to look in the store windows*.

"Turn to page 50. What did Teddy and Grandfather do? What did Teddy want to do? What did Grandfather say? Then what happened?

"Look at the picture. Why do you suppose Teddy is pulling back?

"What is happening in this picture?

Page 51

"Read the first three lines to find out what the barber and Teddy said to each other. What did Teddy want to do after his hair was cut? What did Grandfather say?

"Teddy went to look in the store windows. Then he went back to the barber shop." Introduce *Then he went back to the barber shop.*

Page 52
back
there

"When Teddy got back to the barber shop he found that Grandfather was not" Let the children supply the word *there*. Introduce *Grandfather was not there*.

"Turn to page 52. Do you see something different about the page? It is the first page in our book without a picture. Read the first part to find out what store windows Teddy saw. What did Teddy ask the barber? What did the barber tell Teddy about Grandfather? Read what Teddy said he must do. Read the last four lines to find out if Teddy found Grandfather."

After the children have read page 52, write on the blackboard *You may go back to your chairs*. Have the children read and follow the direction.

"Who usually finds boys and girls when they are lost? It is a man who directs traffic, helps children cross the streets, and helps people who are in trouble." Show the illustrated word card *policeman* and read the word to the children. Introduce *A policeman saw Teddy*. Have the children note the length of the word *policeman*. Then ask someone to find the word *man* in *policeman*.

Page 53
police-
man

"Look at page 53. Whom do you see in the picture? What do you think the policeman is asking Teddy?

"Read the first part of the page to find out what the policeman and Teddy said to each other. The next two sentences will tell you if they found Grandfather. What did Teddy say about taking care of Grandfather?"

REREADING

Have different children answer the questions below from memory. Have one child read orally until he thinks he has found the sentence that answers a question. The others may verify his answer.

(Page 48) Did Teddy like to have his hair cut?

(Page 49) What did Teddy say to his mother when he and Grandfather left the house?

(Page 50) What did Teddy want to do when Grandfather and he were going to the barber shop?

(Page 51) What did Grandfather say he and Teddy would do after he had his hair cut?

(Page 52) Where did Teddy look for Grandfather?

(Page 53) What did Teddy say when he found Grandfather?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Use after page 50. Play the "Guessing Game" and the "Clap Game." Use words in the sentences below. Emphasize *cut*, *barber*, *care*.

A barber can cut hair. Take good care of your toys.

Have the children read and carry out directions which make use of *by*, as: Walk by the window. Walk by the chair.

Identifying words with words in context

Use after page 53. Write on the blackboard the sentences below. Place on the chalk ledge *policeman*, *there*, *back*, *windows*, *by*, *care*, *cut*, *barber*. Have different children read a sentence and then pick up and read the word card for the new word in the sentence.

Teddy must go to the barber to get his hair cut.

Take good care of Grandfather.

They walked by the houses.

Teddy looked in the windows.

Teddy came back but Grandfather was not there.

A policeman saw Teddy.

INTERPRETATION OF MEANING**Solving riddles**

Write on the blackboard the riddles below. Have the children read them silently. Then ask different children to read them orally and underline the correct answers. Use after page 53.

I am a man.	It is a shop.
I help boys and girls.	You have your hair cut there.
Teddy said to me,	Your daddy has his hair cut there.
"My grandfather is lost."	Grandfather has his hair cut there.
What am I?	What is it?
party popcorn policeman	toy shop barber shop shoe shop

Drawing inferences

Ask, "Why did Mother tell Teddy to take good care of Grandfather? Why was Grandfather in the toy store when Teddy found him?"

APPLICATION OF STUDY SKILLS**Arranging story incidents in sequence**

Write on the blackboard the sentences below. Have the children read the sentences, decide in what order the events occurred in the story, and number the sentences 1, 2, and 3. Use after page 53.

The barber cut Teddy's hair.
A policeman saw Teddy.
Teddy said good-bye to his mother.

Using the table of contents

The children may refer to the list of stories to find the title and page number of a story in the second group which they would like to reread.

CONTACTUAL READING:

This story may stimulate interest in community helpers, such as: the milkman, postman, policeman. Have the children bring pictures of them to school. Mount these pictures and post them on the bulletin board. Guide the children in composing a story about these helpers.

INDEPENDENT WORK:

READ AND DO, pages 23-27.

Write on the blackboard the phrases below. Each child may choose the phrase he wishes to illustrate and make a picture of it.

a toy store	a barber shop	a shoe shop
a book store	a pet shop	a cookie shop

Duplicate the lists of words below. Have the children underline in each box the two words which have the same ending.

cut	there	back	come	hair	man
toy	where	black	some	hello	can
not	flag	good-by	four	air	old

The children may read supplementary stories, such as:

"Grandfather and the Policeman," page 27, *Now We Go Again*, The Macmillan Company, New York, 1939.

"The Surprise," page 43, *Day In and Day Out*, Row, Peterson and Company, Evanston, Illinois, 1941.

RELATED EXPERIENCES

The children may make pictures of different kinds of store windows.

They may bring cardboard boxes to school and make different kinds of stores to represent a downtown street.

Suggested Stories

"Going Somewhere," by Dorothy W. Baruch, *The Two Bobbies*, The John Day Company, New York, 1937.

"Billy's Haircut," by Rhoda W. Bacmeister, *Stories to Begin On*, E. P. Dutton and Company, Inc., New York, 1940.

Suggested Poems

"The Barbers," by Walter De la Mare, *Peacock Pie*, Henry Holt and Company, New York, 1927.

"Policeman," by Lucy Sprague Mitchell and Margaret Wise Brown, *Farm and City*, D. C. Heath and Company, Boston, 1944.

The Balloons

PAGES 54-58

BUILDING BACKGROUND

Precede the introduction of this story, if possible, by having the children blow up some balloons. Post on the bulletin board a notice, such as:

Surprise!

We have some balloons.

We are going to make the balloons
very, very big.

If it is not possible for the children to have this experience in the classroom, ask them if they have ever blown up balloons. Discuss what happens when a balloon is blown too full of air.

Discuss the introductory picture on page 54. "What do you think Daddy is going to buy? What color balloons do you see?" Page 54

DEVELOPMENTAL READING

"In our new story, Daddy brought some balloons to Bill and Susan. This is the name of the story." Introduce *The Balloons*. Page 55
balloons

"Look at page 55. What is Daddy bringing to the children?"

"Read the title of the story. Read the first three sentences to find out what Bill called to Susan. Read the next four lines that tell about Daddy. See if Susan believed that Daddy had balloons.

"What do you suppose Daddy did to make the balloon big? Yes, he blew and blew." Introduce *He blew and blew*. Page 56
blew
string

"Daddy wanted to keep the balloon big, so he got some string. This is where he put the string." Introduce *He put the string on the balloon*.

"What is Daddy doing? What do you see on the right side of the page? Why is there a string on the balloon?"

"Read to find out what Daddy did. What did the children say to Daddy? What else did Daddy do and say?"

"Each child took a balloon of a different color. This is the color that Susan chose." Show a piece of pink chalk. Have a child draw a pink balloon on the blackboard. Write the phrase *a pink balloon* under the drawing. Page 57
pink
as

"Susan blew her balloon as big as the yellow one which Daddy blew. This is what she said." Introduce *It is as big as the yellow one.*

"Look at page 57. What are Bill and Susan doing? What colors are their balloons?"

"Read the first three lines to find out what Bill and Susan did. What did Susan say about her balloon? What did Bill say about his balloon? What warning did Daddy give to Bill?"

Page 58 "Read the first four sentences to find out how Daddy warned Bill again. Read the next three sentences to find what happened. What did Daddy do and say?"

"Look at the picture. What does Bill have in his hand? What has happened to it?"

REREADING

The story may be reread for the purpose of dramatizing it.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Use after page 56. Play the "Finding Game" and the "Fast Game" with words in the sentences below. Emphasize *balloon*, *blew*, and *string*.

Daddy blew and blew.

He found a string.

And there was a balloon.

He put the string on the balloon.

Use after page 58. Have children who are of similar height stand in front of the group. Write on the blackboard sentences such as the ones below. Ask the children to read the sentences silently. Then have different children read a sentence orally and draw a line under the new word *as*.

Jim is as big as Ann.

Louise is as big as Margaret.

Recognizing phrases

Write on the blackboard the phrases below. Read a phrase orally. Have a child underline the phrase. After all of the phrases have been underlined, a child may read a phrase and then erase it.

a pink balloon as big as a house blew and blew some string

Supplying rhyming words

Read these rhymes to the children. Omit the last word and ask them to supply the word orally.

The little balloon	A big red balloon
Grew and grew	Is a beautiful thing.
As Teddy's daddy	I'll blow one up big
Blew and . . . (blew)	And tie on the . . . (string)

I had a red balloon
 And what do you think?
 When I blew it up big,
 It changed to . . . (pink)

APPLICATION OF STUDY SKILLS**Selecting words to answer questions**

Place on the chalk ledge *Susan, Bill, Daddy*. Ask the following questions and have the children select the answer from the chalk ledge: Who had a big yellow balloon? Who had a pink balloon? Who had a red balloon? Use after page 57.

APPRECIATION**Sensing emotional reactions of a character**

Ask, "Have you ever burst a balloon by trying to make it too big? How did you feel? How do you think Bill felt when his balloon burst?" Use after page 57.

CONTACTUAL READING:

Have the children draw and cut out balloons of different colors and sizes. They may paste them on a chart and draw lines for the strings. One child may draw a balloon man to hold the strings. Guide the children in composing a story about the balloons, such as:

Big balloons!
 Little balloons!
 Pink and red balloons.
 Blue and yellow balloons.
 Come and buy the balloons!

INDEPENDENT WORK:

READ AND DO, pages 28-30.

Put on the blackboard the directions below for the children to follow.

Make five big balloons.

Make three little balloons.

Color four of them pink.

Color all of them blue.

Make two balloons.

Color one balloon red.

Color one balloon yellow.

Duplicate the sentences below. Have the children draw a line under the correct word at the right of each sentence and the word as each time they see it.

- | | | |
|---------------------------------------|-----|----|
| 1. A shoe is as big as a school. | Yes | No |
| 2. Fuzzy is as big as Perky. | Yes | No |
| 3. A shop is as big as a store. | Yes | No |
| 4. A doll is as big as a girl. | Yes | No |
| 5. A pony is as big as a donkey. | Yes | No |
| 6. A barber is as big as a policeman. | Yes | No |
| 7. A squirrel is as big as a tree. | Yes | No |
| 8. A nut is as big as an airplane. | Yes | No |
| 9. Susan is as big as Bill. | Yes | No |
| 10. A bird is as big as a man. | Yes | No |

The children may read supplementary stories, such as:

"Three Years Old," page 19, *Bigger and Bigger*, D. C. Heath and Company, Boston, 1944.

"Puff," page 19, *We Look and See*, Scott, Foresman and Company, Chicago, 1940.

RELATED EXPERIENCES

The children may sing songs about the balloon man and balloons.

Suggested Story

"A Day in Town," by Caroline De Kolver, *Good Times at the Farm*, Lyons and Carnahan, Chicago, 1940.

Suggested Poem

"The Restless Balloon," by Rachel Field, *The Pointed People*, The Macmillan Company, New York, 1930.

WORD RECOGNITION TEST

Page 31 in READ AND DO is a word recognition test to be used with page 58 in DOWN THE ROAD. It tests the recognition of words taught up to page 53, which have been used at least three times. If the children do not have copies of READ AND DO, the test may be duplicated for them. Directions: Look at the words in square 1. Draw a line under 1. *window*; 2. *bang*; 3. *Alice*; 4. *there*; 5. *shop*; 6. *hair*; 7. *barber*; 8. *black*; 9. *brown*; 10. *him*; 11. *call*; 12. *care*; 13. *stuck*; 14. *pushed*; 15. *shall*; 16. *broken*; 17. *mend*; 18. *cut*; 19. *off*; 20. *by*.

1. window mend broken was	2. Alice goat bang good-by	3. hair bang Alice asked	4. pig there off him
5. shall shop stuck shoe	6. him care hair live	7. barber bang broken deep	8. stuck barber black cried
9. broken brown black grandfather	10. him hen by hop	11. call brown bang together	12. cut care came hair
13. shall black stuck surprise	14. pushed broken barber walked	15. stuck shall shop school	16. bang donkey broken brown
17. care by mend rain	18. black cut care there	19. off pig cut our	20. hen by barber call

Surprise for Grandfather

PAGES 59-64

BUILDING BACKGROUND

Discuss with the children their experiences in making cookies or in seeing their mothers make cookies. Ask them to tell especially about cookies they have had which were cut to look like people, animals, or toys.

DEVELOPMENTAL READING

Page 59 "Open your books to page 59. Where are Bill and Susan sitting? What is happening out-of-doors?

"Read the title of the story. Read the first two lines to find out whom Bill is talking about. What did Susan say about Grandfather? What did Bill want to do for Grandfather?

Page 60 "Susan made something that was funny." Introduce a *funny*
funny pig. Write *funny* on the blackboard. Have a child find and underline *fun* in *funny*.

"Turn to page 60. What do you see on this page? Can you tell what each cookie represents?

"Read the first two sentences to find out what Susan suggested making for Grandfather. Who made the cookies? What did the cookies look like?

Page 61 "Look at page 61. What are Bill and Susan doing? What has happened to the boat cookie on the right side of the page? How do you suppose it happened?

"Read what Mother and Bill said when the cookies were ready to eat. What happened when they took the cookies out of the pan? What did Bill say? What was Mother's advice?

Page 62 "Turn to page 62. Read the first four lines to find out what Bill and Susan said to Grandfather. What did Grandfather guess that the children had made? What did Grandfather say about the cookies?

Page 63 "Read the first two lines on page 63 to find out what Grandfather did. What did Bill say about his boat? Find out if Grandfather ate the broken boat.

"Look at the picture. Where do you think Bill and Susan are? What are they wearing? Why?"

"Grandfather shared his cookies with Janet and Teddy, but he didn't want them to take Susan's funny pig cookie. This is what he said." Introduce *But don't take the funny pig*. Place in the wall chart *do not* and *don't*. Explain that *don't* is a short way of saying *do not*. Page 64
don't
Pinky

"After the children had some cookies, someone told them a story about a little toy dog whose name was Pinky." Show the illustrated word card *Pinky*. "Who is this? What color do you think Pinky was? Yes, he was made of pink and white cloth." Guide the children in comparing *pink* and *Pinky*.

"Turn to page 64. Who came and what did Grandfather say to them? Find out what the children decided to do after they ate the cookies."

REREADING

The children may reread the story in order to prepare to tell it in their own words. Give different children an opportunity to tell the story, first in parts, then as a whole.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing phrases in context

Write on the blackboard the sentences below. After the children have read the sentences silently, they may take turns drawing a line under different phrases as you name them. After the phrases have been underlined, name the new words *funny*, *don't*, *Pinky*. Have different children draw two lines under the new words. Use after
page 64.

Susan made a cookie like a funny pig.

Don't take Susan's funny pig.

Tell the story of Pinky.

I don't want a broken cookie.

Is Pinky a funny toy dog?

Noting visual similarities in word beginnings

Write in columns on the blackboard the words below. Have different children read and draw a line under the words which start like the first word in each column.

funny	run	fun	party	found
<u>don't</u>	do	ball	doll	did

APPLICATION OF STUDY SKILLS**Following directions**

Quickly sketch a tree and a house on the blackboard, and write the directions below. Choose different children to read and follow each direction.

Color the tree. Don't color the house.

Locating information

Have the children find on page 61 the sentence which tells why Bill's boat was broken; on page 62 the sentences which tell what Grandfather said when he was trying to guess the surprise; on page 63 the sentence which tells what Grandfather did when he saw Susan's funny pig; and on page 64 the sentence which tells what story Susan asked Janet to tell.

APPRECIATION**Appreciating reciprocal kindnesses**

Use after
page 64.

Ask, "What had Grandfather done for Bill and Susan? What did Bill and Susan do for Grandfather? Find the parts of the story which show that Grandfather appreciated what Bill and Susan did for him."

CONTACTUAL READING:

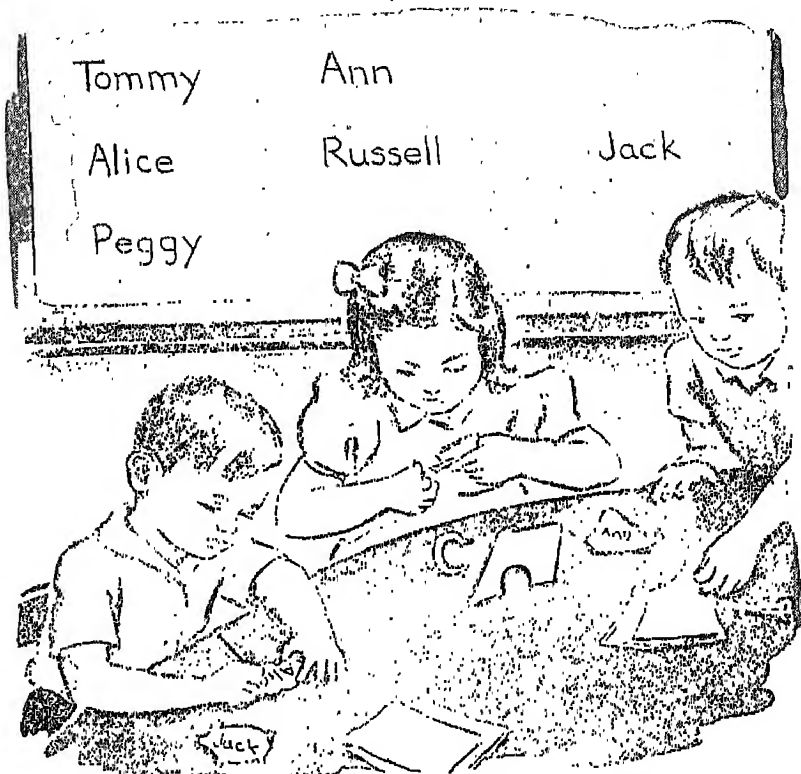
Use the word *don't* in writing directions and notices, such as:
Don't forget your milk money tomorrow.

INDEPENDENT WORK:

READ AND DO, pages 32-33.

Each child may cut (free hand) pictures of funny cookies and write the name of another child on one of his cookies to give to

him for a surprise. A large chart upon which is written the first names of the children would be useful as a self-help reference.



Duplicate the stories below. Have the children read the stories and cross out the sentences which do not belong in each story.

Grandfather

Grandfather is good to us.
Grandfather mends our toys.
The little gray donkey ran away.
Grandfather likes surprises.
The ball is pink.
Grandfather likes cookies, too.
Grandfather can not mend cookies.

LEARNING TO READ

The Cookies

The children made cookies.
The hen pushed and pushed.
Susan made one funny little pig.
Teddy went into the toy store.
Bill made one like a little boat.
Grandfather liked the cookies.
The squirrel is in the tree.

The children may read supplementary stories, such as:
"Funny Cookies," page 73, *Fun with Dick and Jane*, Scott, Foresman and Company, Chicago, 1941.

RELATED EXPERIENCES

The children may make cookies. Let each one cut a cookie in any shape he likes. Have the cookies baked in the school cafeteria.

Take the children for a walk to look in the windows of a near-by bakery. They may discuss the different kinds of cookies which they see there.

Suggested Story

"Henry's Party," by James S. Tippet, *Henry and His Friends*, World Book Company, Yonkers, New York, 1943.

Suggested Poem

"The Cookie Parade," by Margaret White and Alice Hanthorn, *Stories of Animals and Other Stories*, American Book Company, New York, 1930.

Pinky

PAGES 65-69

BUILDING BACKGROUND

Ask the children to bring to school stuffed cloth toys, such as dolls, dogs, pigs, or elephants. Ask them questions about their toys, as: "What is your stuffed cloth toy? Did you buy it or did someone make it? How was it made? What kind of cloth was used for the covering?"

"Our new story is about a toy dog called Pinky. He was a sad little dog but something happened to make him happy. We'll find out what it was."

DEVELOPMENTAL READING

"If Pinky is a toy dog, he is not real, is he? This sentence tells that he is not a real dog." Introduce *Pinky was not a real dog at all.* "How many of you have a real dog?" Write sentences such as the ones indicated below. Have the children read the sentences and underline *real*.

Page 65
real
Mary

Henry had a real dog. Alice has a real dog.

"Pinky belonged to a little girl named Mary." Show the illustrated word card *Mary*. "This sentence tells who had made Pinky for Mary." Introduce *Mother had made him for Mary*.

"Open your books to page 65. Can you name the animals in the picture? Are they real animals? Which animals are the color of the real animals they represent?"

"Read the title of the story. Read the first part of the page to find out what two colors Pinky was. Who owned Pinky?"

Show the illustrated word card *bear*. "Mary had a toy bear, too. He said he looked like a real bear." Introduce *I am brown like a real bear*.

Page 66
bear

"Look at the picture on page 66. Why do you suppose the animals are looking at Pinky?"

"Read the first four lines to find out what the animals said about Pinky. What did the cat say? What did the bear say? What did Pinky do?"

- Page 67
heard "One day Mary was talking to her mother. The toys heard what she said." Introduce *The toys heard what Mary said*.
- "Read the first part of page 67 to find out how Mary got ready for a party. What did the animals say about the party?"
- Page 68 "Turn to page 68. Read the first three lines to find out if Pinky thought Mary would take him. Read the last part of the page to find out what Mary did when she came to look at her toys.
- "Look at the picture. Why do you think the animals are all trying to look pretty?"
- Page 69
just
happy "Mary's mother made Pinky out of a piece of cloth that was left after she had made a dress for Mary, so Pinky was just like Mary's dress. This is what Mary said." Introduce *Pinky is just like my dress*.
- "Something happened at the end of the story which made Pinky happy." Introduce *Pinky was happy*.
- "Look at page 69. What toy did Mary choose? Why do you think she chose Pinky?"
- "Read the first part of the page to find out what Mary said to Pinky. What did Pinky notice about Mary's dress? Why was Pinky happy?"

REREADING

The children may reread the story for the purpose of preparing to read it for the entertainment of another grade.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing phrases

- Use after
page 66. Place in the wall chart the phrase *a real dog*. Play the "Changing Words Game." Substitute for *dog* such words as *bear, rabbit, cat, donkey, goat, pig*.

Identifying words with words in context

- Use after
page 69. Write on the blackboard the sentences below. Place on the chalk ledge *real, happy, heard, Mary, bear, just*. Ask a child to read the

first sentence, find on the chalk ledge the word card for the new word, match it with the same word in the sentence, and read it. Continue until all of the words have been matched and read.

Pinky is not a real dog.	The toys heard what Mary said.
Mother made him for Mary.	Pinky is just like my dress.
I am brown like a real bear.	Pinky was happy.

Recognizing words

Write on the blackboard the lists of words below. Have different children underline and read words in each column which are like the first word. Use after page 69.

<u>just</u>	<u>heard</u>	<u>happy</u>
just	have	had
Janet	heard	has
just	hair	happy
just	heard	party
must	hello	happy

INTERPRETATION OF MEANING

Solving riddles

Write on the blackboard the riddles below. Have the children answer each riddle by finding and reading the right word. Use after page 66.

I am not real.	I am not real.
I am pink and white.	But I look real.
I am	I am brown.
party Pinky parade	I am a
	bed bear best

Identifying characters

Write on the blackboard the sentences below. Place on the chalk ledge *bear*, *rabbit*, *cat*, *Pinky*. Ask a child to read the first sentence orally. Then have him find and read the word card to which the first sentence refers (*Pinky*), cover *He* with *Pinky* and read the sentence again. Repeat with the other sentences. Use after page 66.

He was pink and white.	He was gray.
He was brown.	He was white.

APPLICATION OF STUDY SKILLS

Classifying words under appropriate headings

Use after
page 69.

Write on the blackboard the lists of words below. Have the children read them silently. Different children may underline in the first column the names of the animals and in the second column the words which represent people. (Tell them the words *animals* and *people*.)

<u>animals</u>	<u>people</u>
bear	Mary
dog	heard
broken	Pinky
cat	policeman
just	real
happy	barber
goat	Alice
pig	Grandfather

APPRECIATION

Sensing changing moods of a character

Use after
page 69.

Have the children find the part of the story in which Pinky was sad. Have them find the part in which he was happy.

CONTACTUAL READING:

Guide the children in making a story about things in the room that are real and those that are not real.

Have children who are wearing shoes, ribbons, socks, which are alike stand in front of the group. Write on the blackboard sentences, such as: *John's shoes are just like Jim's shoes.*

INDEPENDENT WORK:

READ AND DO, pages 34-36.

Write on the blackboard the directions below. Have the children make a paper doll and dress her according to the directions.

Draw Mary.	Cut out a new dress for Mary.
Cut out Mary.	Draw little balloons on her dress.
Color the balloons pink.	

Duplicate the sentences below. Have the children write the correct word to complete each story. Have them draw one line under *happy* and two lines under *real*.

I am brown. I am not real. I am a toy bear boy	I am pink and white. I am not real. I am Perky Pinky
I am white. I am not real. I am a toy rabbit ribbon	I am gray. I am not real. I am a toy cat car
I am little. I have a new dress. I am happy. I am Susan Mary	I made Pinky. I made Mary's dress. I am big. I am Mother Mary

The children may read supplementary stories, such as:

"A Toy Duck at School," page 78, *At Play*, John C. Winston Company, Philadelphia, 1940.

"The New Doll," page 94, *Day In and Day Out*, Row, Peterson and Company, Evanston, Illinois, 1941.

RELATED EXPERIENCES

The children may experiment in making the color pink with red and white paint, red crayon and white chalk, or red and white chalk.

They may tell original stories about their toy animals.

Suggested Poem

"The China Dog," by Rachel Field, *Taxis and Toadstools*, Doubleday, Doran and Company, New York, 1937.

Janet's Birthday

PAGES 70-73

BUILDING BACKGROUND

Ask the children to discuss their birthdays. Have them tell especially about the presents they received for their birthday.

Suggest that they practice singing the birthday song below so that they can sing it well for the child who has the next birthday. Refer them to a chart on which you have previously written:

Happy birthday to you.

Happy birthday to you.

Happy birthday, dear . . .

Happy birthday to you.

Clip in the blank space the name of the child who has the next birthday, and have the children read the song from the chart as they sing it.

DEVELOPMENTAL READING

Page 70
birthday

"The new story is about someone's birthday. The title tells you whose birthday it is." Introduce *Janet's Birthday*. Write *Janet* on the blackboard and add 's. Explain that when 's is added to *Janet*, the new word is *Janet's*.

"Open your books to pages 70 and 71. How does Janet look?

"Read the title. Find out what Teddy said to Janet. How did Janet answer Teddy?

Page 71
cage

"Did you ever go to the circus and see different animals in cages?" Let the children briefly relate some of their experiences so that they will use the word *cage* verbally. "Teddy told Janet that one of her presents lived in a cage. This is what he said to her." Introduce *And one of them lives in a cage*.

"Read the first part of page 71 to find out what Teddy told Janet about her birthday surprises. What did Janet warn Teddy not to do? What did Teddy say? How did Janet answer Teddy?

Page 72
gave
ring

"Everyone in Janet's family gave her something for her birthday. This is what her mother gave her." Introduce *She gave Janet a blue dress*.

"Someone gave Janet something to wear on her finger. What was it? Yes, a ring." Introduce *He gave Janet a little ring.*

"Turn to page 72. Why does Janet look so happy? What has she received for a present?

"Read to find out who gave Janet the blue dress. Find out who gave her the ring. What did Janet say?

"The best surprise of all was a pet which Daddy and Teddy got for Janet. This is what Daddy said to Janet." Introduce *Teddy and I got him for you.* "Janet decided to call her pet Dickie. This is what Janet said." Introduce *I will call him Dickie.* Page 73
got
Dickie

"Read the first three lines on page 73 to find out what was yellow. What did Daddy tell Janet? What did Janet say about her yellow bird?

"Look at the picture. Can you tell why Janet didn't see her bird right away?"

REREADING

The children may reread the story to find specific sentences. Put in the wall chart a sentence for each page. After each page is read silently, have different children read orally the sentence in their books. Suggested sentences are:

(Page 70) We are all ready for you.

(Page 71) Don't tell me.

(Page 72) Now I have something blue and something little.

(Page 73) I like my little yellow bird.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Play the "Finding Game" and the "Clap Game." Use words in the sentences below. Emphasize *birthday, cage, gave, ring.* Use after
page 72.

It was Janet's birthday.

Mother gave Janet a blue dress.

Teddy had something in a cage. Grandfather gave Janet a ring.

Discriminating between words similar in configurationUse after
page 73.

Guide the children in comparing *got* and *get*. Write on the blackboard in a column: *got, get, got, got, get*. Ask the children to read the words silently. Then have different children underline *got* each time they see it.

Recognizing phrases in context

Write on the blackboard the sentences below. Clip word cards together to make these phrases: *in a cage, a happy birthday, got water, call him Dickie, She gave Janet, a little ring*. Put the phrases on the chalk ledge. Have the children read silently the sentences on the blackboard. Ask different children to read a sentence orally, and then pick up and read a phrase on the chalk ledge which is the same as a phrase in the sentence.

This is a happy birthday.

He gave Janet a little ring.

One of them lives in a cage.

Teddy got water for him.

She gave Janet a blue dress.

I will call him Dickie.

APPLICATION OF STUDY SKILLS**Recalling story details**Use after
page 73.

Place in the wall chart *Dickie, Janet, Mother, yellow, Grandfather*. Ask the questions below. Have different children answer them by reading the appropriate word in the wall chart.

Who had a birthday?

Who gave Janet a little ring?

Who gave Janet a blue dress?

What color is Dickie?

What did Janet call the bird?

CONTACTUAL READING:

Take advantage of opportunities to use the new words in notices on the bulletin board, directions on the blackboard, or labels, such as:

I gave you some paper.

Mr. Hall got some clay

Draw a picture on it.

for us today.

INDEPENDENT WORK:

READ AND DO, pages 37-38.

Write on the blackboard the incomplete sentences below. Have the children draw a picture to complete each sentence.

1. Mother gave Janet a blue
2. Grandfather gave Janet a little
3. Daddy gave Janet a yellow

Duplicate the lists of words below. Have the children underline the words which begin like the first word in each column.

<u>ring</u>	<u>happy</u>	<u>mouse</u>	<u>party</u>
she	hop	mend	window
real	hole	nut	pig
walked	bang	make	care
ran	funny	man	pushed
ribbon	him	may	policeman

The children may read supplementary stories, such as:

"Jane Wants a Doll," page 108, *Fun with Dick and Jane*, Scott, Foresman and Company, Evanston, Illinois, 1940.

"Two Birthdays," page 7, *The Twins, Tom and Don*, The John C. Winston Company, Philadelphia, 1940.

RELATED EXPERIENCES

Procure or make a calendar containing a large sheet for each month. Let each child make a picture of a birthday cake decorated with the appropriate number of candles to paste on the date of his birthday.

If one of the children has a canary, he may bring it to school for the others to observe.

Suggested Story

"The Birthday Party," by Elinor Brown, *The Little Story Book*, Oxford University Press, New York, 1940.

Suggested Poem

"My Birthday," by James S. Tippet, *Henry and His Friends*, World Book Company, Yonkers, New York, 1943.

Sing, Dickie! Sing!

PAGES 74-77

BUILDING BACKGROUND

Discuss with the children their experiences in keeping canaries and other birds in cages in their homes, the care and feeding of the birds, and when and how the birds sing.

DEVELOPMENTAL READING

Page 74
sing
splash

"What do birds do when they are happy? Yes, they sing. Janet asked Dickie to sing for her. She said this." Introduce "*Dickie, will you sing for me?*" Show the other side of the word card *sing* and call the children's attention to the capital S.

"Birds like to take a bath and splash in the water, don't they? This sentence says that Dickie likes to splash." Introduce *Dickie likes to splash in the water.*

"Open your books to page 74. What do you think Janet is asking Dickie? What is Teddy carrying?"

"Read the title of the story to yourselves. Read the question Janet asked Dickie. What did Dickie do? What did Teddy say he would do for Dickie? Did Janet want Teddy to get the water? What did Dickie do?"

Page 75

"Look at page 75. Read to find out what Teddy and Janet did. What did the little bird do? Did Dickie sing?"

Page 76

"Look at the picture. What is Dickie doing?"

"Turn to page 76. Read the first part of the page to find out what Mother told Janet to do. What else did Janet say that she would do? Who came into Janet's house?"

"Look at the picture. Why does Janet have her finger on her lips? What do the other children have in their arms?"

Page 77
soon

"Janet went to put on her new dress and ring, but soon she came back." Introduce *Soon Janet came back.*

"Look at page 77. Did Janet expect to see so many children? What do you think they are saying to her?"

"Read to find out what the children said. Was Janet really surprised? What did Teddy call to Janet? Did Dickie sing?"

REREADING

The children may reread the story for the purpose of telling about each page in their own words. Have one child read the first page, then have another child tell in his own words the part of the story which the first child read. Proceed in the same way with the other pages.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Building phrases

Write on the blackboard the phrases *will you sing* and *a good splash*. Place on the chalk ledge word cards necessary for building these phrases. Ask different children to find on the chalk ledge the word cards for one phrase, place them in the wall chart in the right order, and read the completed phrase. Repeat with the other phrase. Then play the "Fast Game" and the "Clap Game." Use after page 74.

Recognizing words in context

Ask different children to tell about something they are going to do soon. Write on the blackboard sentences which summarize their replies. Have different children find *soon*, underline it, and read it in a sentence. Use after page 77.

INTERPRETATION OF MEANING

Using context clues

Place on the chalk ledge *ring, sing, say, splash, sleep, store*. Place in the wall chart the incomplete sentences below. Have different children find and place in the wall chart the words to complete the sentences and then read the sentences. Use after page 77.

Dickie can He liked to

Solving riddles

Write on the blackboard the riddle below. Ask the children to read the riddle silently. Then have a child read it aloud. Ask

another child to indicate and read the correct answer, another to draw a line under *sing*, and still another to draw a line under *splash*.

I am little.
I am yellow.
I can sing.
I like to splash in the water.
Who am I?
Duck Donkey Dickie

APPLICATION OF STUDY SKILLS

Arranging story incidents in sequence

Use after Write on the blackboard the sentences below. Have the children
page 77. tell you what number to write at the left of each sentence according to the order in which the events occur in the story.

Janet ran to put on her new dress.
Some big boys and girls came into the house.
Teddy got some water for Dickie.
The children heard Dickie sing.

Recalling story details

Use after Write on the blackboard the word and phrases below. Have
page 77. different children draw a line from the word *Dickie* to one of the phrases which tell what he did.

	went hop, hop.
	saw a policeman.
	looked at the water.
Dickie	got into the water.
	cut out cookies.
	went splash, splash.
	did sing.

CONTACTUAL READING:

Have the children bring pictures of their pets to school. Put these pictures on the bulletin board. Under each picture write a sentence telling what the pet can do, as: John's duck can splash. Mary's bird can sing.

INDEPENDENT WORK:

READ AND DO, page 39.

Have the children draw pictures of Dickie, showing different things he can do, such as: singing, eating, hopping, sleeping, splashing, or flying.

Duplicate the sentences and phrases below. Have the children read each sentence, look at the phrase at the right, and then underline the same phrase in the sentence.

Dickie will sing for me.	Dickie will sing
Dickie likes to splash.	to splash
Splash, splash he went.	Splash, splash
"You have had a good splash, Dickie."	You have had
"Will you sing for me now?"	Will you sing
But Dickie did not sing.	did not sing
He may sing by and by.	by and by
"I heard Dickie sing."	I heard Dickie
Sing Happy Birthday to me.	to me
And Dickie did sing.	Dickie did sing

The children may read supplementary stories, such as:

"The Birthday Surprise," page 39, *Jim and Judy*, The Macmillan Company, New York, 1939.

"The Green Birds," page 112, *Day In and Day Out*, Row, Peterson and Company, Evanston, Illinois, 1941.

RELATED EXPERIENCES

The children may place a shallow pan of water out-of-doors and watch the birds bathe in it.

They may find pictures of various kinds of canaries in a pictured encyclopedia or in bird books.

Suggested Story

"Lisa's Song," by Ruth Kennell, *Favorite Stories Old and New*, selected by Sidonie Matsner Gruenberg, Doubleday, Doran and Company, New York, 1942.

A Game in the Park

PAGES 78-81

BUILDING BACKGROUND

Ask the children if they have ever played they were animals or airplanes or trains. Write on the blackboard sentences, as:

Jimmie was a train.

Ann was an airplane.

He said, "Choo-choo-choo."

She said, "Z-z-z-z-z! Z-z-z-z-z!"

Louise was a rabbit.

She went hop, hop, hop.

DEVELOPMENTAL READING

Page 78 "Open your books to page 78. Susan is playing she is something that flies in the air and carries passengers. What is it? What is she using for wings? What kind of noise do you suppose she is making to imitate the airplane?

"Read the title. Read the first part of the page to find out where the children went and what they did there. Read the rest of the page to find out what Susan said she would play.

Page 79 (choo) "What do you think Bill is imitating? What sound is he making?

"Read the first part of the page to find out how Bill played he was a train. Read the rest of the page to find out what Teddy played.

Page 80 "Turn to page 80. What did Bill want Teddy to do? How did Teddy answer Bill? Read the rest of the page to find out if Teddy played that he was a train.

Page 81 things "Have you ever found things in the grass? Is it easy to see things in the grass? Why? Do you think Bill and Susan would find things in the grass? Why not? On the next page Teddy tells them that it is better to hop like rabbits because rabbits find things. This is what he says." Introduce *They find things you don't see*.

"Look at page 81. Why are Bill and Susan running to Teddy?

"Read the first part of the page to find out what Teddy found. What did Susan say? How did Teddy answer her? Then what did he do?"

REREADING

The story may be reread for the purpose of dramatizing it.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Write on the blackboard the questions below. Ask the children to read the questions silently and suggest things for you to write under each one. Explain that the word *things* represents all the items listed under each sentence. Have the word *things* underlined. Use after
page 81.

What things do you see in the room?

What things are on the book shelf?

Noting visual similarities in word beginnings

Write in a column on the blackboard the words below. Have different children read and underline the words which begin like *things*.

things they tell thank ring the this

INTERPRETATION OF MEANING

Associating characters with what they said

Write on the blackboard the phrases and sentences below. Have different children draw a line connecting a phrase in the first column with the appropriate sentence in the second column. Use after
page 79.

Susan said, "I will play I am a train."

Bill said, "I am a rabbit."

Teddy said, "I will play I am an airplane."

APPLICATION OF STUDY SKILLS

Classifying words under appropriate headings

Place in the wall chart *Find some things that are toys*. Put on the chalk ledge *airplane, wagon, boat, call, him, doll, barber, Pinky, broken, cat, rain, ball, balloon*. Have the children read silently the direction and words. Then ask different children to select a word which represents a toy and place it under the direction. Use after
page 81.

Using the table of contents

The children may refer to the list of stories to find the title and page number of a story in the third group which they would like to reread.

INDEPENDENT WORK:

READ AND DO, page 40.

Write on the blackboard the sentences below. Have the children follow the directions.

Draw two things to eat.

Draw three things to play with.

Draw two things to ride.

Duplicate the sentences below. Have the children read each sentence and underline the correct word at the right.

- | | | |
|--------------------------------------|-----|----|
| 1. Bill and Susan went to the park. | Yes | No |
| 2. Teddy went with them. | Yes | No |
| 3. Susan played an old game. | Yes | No |
| 4. She ran very fast. | Yes | No |
| 5. Bill ran as fast as Susan. | Yes | No |
| 6. Teddy said, "I am a bear." | Yes | No |
| 7. Teddy went over the grass. | Yes | No |
| 8. Teddy did not look at them. | Yes | No |
| 9. Teddy found a nut. | Yes | No |
| 10. Rabbits find things. | Yes | No |
| 11. "A penny! A penny!" cried Teddy. | Yes | No |
| 12. He was a funny little rabbit. | Yes | No |

The children may read supplementary stories, such as:

"Can You Guess?" page 127, *Fun with Dick and Jane*, Scott, Foresman and Company, Chicago, 1940.

"Up in the Sky," page 23, *Rain and Shine*, D. C. Heath and Company, Boston, 1944.

RELATED EXPERIENCES

The children may create rhythms in which they represent an airplane, a train, a rabbit, a galloping horse, a flying bird, a running fire truck, a motor boat.

Suggested Poem

"Train," by Dorothy W. Baruch, *I Like Machinery*, Harper and Brothers, New York, 1933.

WORD RECOGNITION TEST

Page 41 in READ AND DO is a word recognition test. It is to be used after page 79 in DOWN THE ROAD and tests the recognition of words which have been used at least three times. If children do not have copies of READ AND DO, the test may be duplicated for them.

Directions: Draw a line under 1. *heard*; 2. *balloon*; 3. *string*; 4. *Pinky*; 5. *Mary*; 6. *bear*; 7. *birthday*; 8. *cage*; 9. *ring*; 10. *funny*; 11. *pink*; 12. *happy*; 13. *real*; 14. *helped*; 15. *don't*; 16. *got*; 17. *cat*; 18. *blew*; 19. *just*; 20. *as*.

1. bear heard helped hair	2. bear balloon string barber	3. Pinky Mary string stop	4. pink Pinky cage pushed
5. Happy Mary Pinky Alice	6. bang don't bear heard	7. birthday balloon happy broken	8. got cage blew care
9. sing ring pink hen	10. funny Mary happy shall	11. Pinky real pink stuck	12. funny helped happy window
13. got don't real off	14. helped birthday happy him	15. balloon don't bear brown	16. cage got as goat
17. real string cat mend	18. balloon by blew black	19. just don't got cut	20. cage as by sing

Fun at the Farm

PAGES 82-86

BUILDING BACKGROUND

Place on the bulletin board a label: Farm Pictures. Beneath the label post pictures of farm animals, buildings, and crops. Discuss the pictures with the children in ways which will help to build a background for stories about the farm.

The children may discuss their visits to farms, especially the animals which they have seen on farms.

Pages
82-83

Discuss the picture on pages 82-83 which introduces the fourth group of stories. "We are going to read several stories about Bill and Susan's visit with Aunt Alice and Uncle Jim. They live on a farm near the town where Bill and Susan live. Open your books to pages 82-83. What do you see in this picture? Can you find Aunt Alice? Can you find Uncle Jim? How can you tell that this house is on a farm?"

DEVELOPMENTAL READING

Page 84
farm
aunt

"The title of the new story tells where Bill and Susan had fun." Introduce *Fun at the Farm*.

"Here is a picture of Bill and Susan's Aunt Alice." Introduce the illustrated word card *Aunt Alice*. "Do you remember Baby's name? Yes, it is Alice, too. Do you suppose she was named after Aunt Alice?"

"Turn to pages 84-85. Who are these people? What is Aunt Alice doing? What color is her hair?"

"Read the first three lines to find out why the children liked to go to see Aunt Alice. Read the rest of the page to find why the children had good times with Aunt Alice."

Page 85
uncle
Jim

"Here is a picture of Bill and Susan's Uncle Jim." Introduce the illustrated word card *Uncle Jim*.

"Read the first four lines on page 85 to find out what Uncle Jim did for the children. Read the rest of the page to find out what Aunt Alice and Uncle Jim each looked like."

Page 86
goose

"Uncle Jim had a big gray goose on the farm." Introduce a *big gray goose*.

"Read the first part of page 86 to find out what Aunt Alice and Uncle Jim had on the farm. Read the rest of the page to find out what Susan liked and what she did not like.

"Look at the picture. Why didn't Susan like the goose?"

REREADING

The children may reread the story to find the phrases which tell what Aunt Alice and Uncle Jim did to make the children happy. Write the phrases on the blackboard as the children find them.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Identifying pictured words

Write on the blackboard the words and phrases *Uncle Jim*, *Aunt Alice*, *farm*, *goose*. Place on the chalk ledge the illustrated word cards for these phrases and words. Ask different children to pick up one of the pictures, hold it above the corresponding phrase or word on the blackboard, and read it.

Use after
page 86.

Recognizing words

Write the new words and phrases on the blackboard several times. Name a word or a phrase, call on a child to find it, read it, and erase it. Repeat until all of the words and phrases are erased.

INTERPRETATION OF MEANING

Using context clues

Write on the blackboard the incomplete sentences below. Place on the chalk ledge *Aunt Alice*, *farm*, *goose*, *Uncle Jim*. Ask the children to read silently the incomplete sentences and words. Then have different children find and read the word card which belongs in each sentence and read the complete sentence.

Uncle Jim and Aunt Alice had a little

Susan and Bill liked to go to see

And the children liked

Susan did not like the big gray

Interpreting questions

Use after page 86. Write on the blackboard the questions below. Have the children read the questions silently. Ask different children to read the questions aloud and underline and read the answer. Have them open their books to page 86 and check their answers.

Did Bill like the pigs?	Yes	No
Did Susan like the goats?	Yes	No
Did Susan like the hens?	Yes	No
Did Bill like the goose?	Yes	No
Did Susan like the goose?	Yes	No

APPLICATION OF STUDY SKILLS**Recalling story details**

Use after page 85. Place in the wall chart *Uncle Jim* and *Aunt Alice*. Place on the chalk ledge *big, made dolls, little, red hair, had a cat, gave cookies, played ball*. Have different children place a word or phrase under the appropriate heading in the wall chart.

Locating information

Ask the children to look on the library table for books with pictures, information, or stories about farms.

APPRECIATION**Associating personal reactions with those of a character**

Use after page 86. Ask, "Were you ever chased by an animal? What animal chased you? How did you feel? How do you suppose Susan felt when she was chased by the big gray goose? Why didn't she like the goose?"

INDEPENDENT WORK:

READ AND DO, pages 42-43.

Each child may prepare a page for a farm scrapbook. Pictures for the scrapbook may be cut from old magazines and newspapers.

Duplicate the sentences below. Have the children underline the word which completes each sentence correctly.

Aunt Alice gave the children	cookies.	popcorn.
They played with her little black	cat.	dog.
The children liked Uncle	Bill.	Jim.

Uncle Jim played ball with	Bill.	Teddy.
Uncle Jim's hair was	brown.	black.
Aunt Alice's hair was	red.	yellow.
Aunt Alice was	big.	little.
The children liked the pigs and the	bears.	goats.
Susan did not like the big gray	goat.	goose.
The children had fun at the	farm.	find.

The children may read supplementary stories, such as:
 "Bob and Nancy at the Farm," page 30, *At Play*, The John C. Winston Company, Philadelphia, 1940.

RELATED EXPERIENCES

The children may build a play farm. The buildings may be made of boxes, the animals of clay or wood, and the grass of shavings dipped in green paint.



Show the children moving pictures of farm life.

Suggested Poem

"The Farm," by James S. Tippet, *I Spend the Summer*, Harper and Brothers, New York, 1930.

The Big Gray Goose

PAGES 87-92

BUILDING BACKGROUND

Discuss with the children their experiences in feeding chickens, ducks, and geese. Ask them what sound a hen makes when she calls her little chickens to eat (cluck, cluck), and what sound ducks make when they are excited (quack, quack), and what sound a goose makes when she is angry (S-s-s-s).

DEVELOPMENTAL READING

Page 87
way

"Our next story is about another visit which Bill and Susan made to Uncle Jim's farm. The farm was just at the edge of the town where Bill and Susan lived so that they could walk all the way." Introduce *They walked all the way*. Have different children find and read *way*.

"Open your books to page 87. What is Uncle Jim carrying? What do you think is in the dish?"

"Read the title of the new story. Read the first part of the page to find out about Bill and Susan's trip. Read the last two lines to find out how Uncle Jim greeted the children.

Page 88
feed
were

"Uncle Jim had hens and ducks and geese to feed every night and morning. Bill and Susan helped Uncle Jim." Introduce *Bill and Susan helped Uncle Jim feed the hens*.

"Aunt Alice gave the children some cookies. The cookies were very good." Introduce *The cookies were very good*.

"Turn to page 88. What are Bill and Susan doing in the picture?"

"Read the first three lines to find out what Bill and Susan did. What did Aunt Alice say? What did the children say and do?"

Page 89
chickens
(cluck)

"Bill and Susan sat down to eat their cookies. Soon something happened." Introduce *Soon a mother hen came by with her chickens*.

"What does a hen say when she calls her little chickens? Yes, she says, 'Cluck, cluck!'" Write *Cluck, cluck!* on the blackboard and let the children read the words.

"Read the first part of the page to find out what the hen did. What did Susan say to the hen? What did the hen do?"

"Look at the picture. What do you think the hen and chickens want? Why is Susan holding out her hand?"

"Aunt Alice and Uncle Jim had two big white ducks. Their names were Judy and Jumbo." Show the illustrated word cards *Judy* and *Jumbo*. Place the cards in the wall chart as a self-help reference. Have the children note that the names begin alike but end differently. Page 90
Judy
Jumbo
(*quack*)

"What kind of noise did we say that ducks make when they are excited? 'Quack, quack!' is right. That is what Judy and Jumbo said." Write *Quack, quack!* on the blackboard, and ask two or three different children to read them as they think Judy and Jumbo might have said them.

"Turn to page 90. Why is Bill holding his cookie behind his back? Are Judy and Jumbo coming toward Bill or going away?"

"Read the first part of the page to find out if Judy and Jumbo saw the cookies. What did Bill say to them? What did the ducks do?"

Write on the blackboard two or three sentences about foods the children ate for breakfast. Have *ate* underlined. "This is what Bill did with his cookies." Introduce *Bill ate all his cookies*. Page 91
ate
afraid
(*S-s-s-s*)

"In this story Susan was afraid of something." Introduce *Susan was afraid*.

"One day we were talking about the sounds that animals make. We said that a hen says, . . ." The children may supply "Cluck, cluck!" Use the same procedure for "Quack, quack!" and "S-s-s-s!" Write *S-s-s-s!* on the blackboard and have the children imitate the sound as you place your hand under the letters.

"Look at page 91. Read the first part of the page to find out what two questions Susan asked herself. What did the goose do and say? Read the last two lines to find out how Susan felt and what she said.

"How does Susan look in the picture? Why?"

"Today we are going to have the word *bill* in our story, but it is not the name of a boy." Show the illustrated word card *bill*. Discuss how a bird uses its bill. Have the children note the dif- Page 92
long

ference between the word *Bill* and *bill*. "Some birds have a very short bill like this." Draw a short bill on the blackboard. Write under it *a short bill*. "Other birds have a long bill like this." Draw a long bill and write under it *a long bill*. "This is the kind of bill that the goose had." Have the children read the phrase and then the word *long*. Show the word card *long*. Have it matched with the same word in the phrase on the blackboard.

"Turn to page 92. Read the first part to find out what happened to Susan's cookie. What did Bill do? What did Susan do and say?"

REREADING

The children may reread the story for the purpose of finding the sentences in which the new words appear.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Use after page 88. Play the "Guessing Game" and the "Finding Game." Use words in the sentences below. Emphasize *way*, *feed*, *were*.

They walked all the way.

Bill helped feed the hens.

The cookies were very good.

Discriminating between words similar in configuration

Put on the chalk ledge *walked*, *want*, *may*, *way*, *was*, *were*, *there*. Ask a child to find and read the word *were*. Ask another child to find *way*. Rearrange the cards several times and repeat. Use the same procedure, asking for *feed* in this list of words: *find*, *for*, *feed*, *farm*.

Recognizing words in context

Use after page 90. Play the "Fast Game" and the "Clap Game." Use words in the sentences below. Emphasize *Chickens*, *cluck*, *Judy*, *Jumbo*, *quack*.

Chickens can cluck. Judy and Jumbo can quack.

Finding smaller words in larger words

Place in the wall chart the word cards *away, way, say, funny, for, fun*. Have different children read a little word which can be found in another word and place it under the corresponding part in the other word. Use after page 87.

Recognizing phrases and words in context

Write on the blackboard the sentences below. Have different children read phrases which you name. Suggested phrases are: *all the way, feed the hens, with her chickens, were ducks, Quack, quack, was afraid, long bill, ate the cookies*. Use the same procedure with individual words, such as: *afraid, long, ate, chickens, feed, way, Soon, were, S-s-s-s, quack, Judy, Jumbo*. Use after page 92.

The children walked all the way.
 The children helped feed the hens.
 Soon Mother Hen came by with her chickens.
 Judy and Jumbo were ducks.
 They said, "Quack, quack!"
 Susan was afraid of the big gray goose.
 The big gray goose said, "S-s-s-s!"
 She had a long bill.
 Bill and Susan ate the cookies.

INTERPRETATION OF MEANING**Associating characters with what they say**

Write on the blackboard the complete and incomplete sentences below. Place on the chalk ledge the illustrated word cards *cat, duck, hen, and goose*. Ask different children to read a complete and incomplete sentence orally and select the word card to complete the incomplete sentence. Use after page 92.

I can say, "S-s-s-s."	I am a
I can say, "Cluck."	I am a
I can say, "Quack."	I am a
I can say, "Mew."	I am a

Using context cluesUse after
page 92.

Write on the blackboard the incomplete sentences and words below. Have different children underline the correct word to complete each sentence and read the sentence.

They walked all the	we.	way.
Bill and Susan helped Uncle		
Jim feed the	hens.	him.
The cookies were very	good.	go.
Soon a mother hen came by		
with her	chair.	chickens.
The hen said,	"Cluck, cluck!"	"Quack, quack!"
Then Judy and Jumbo came	by.	my.
Judy and Jumbo said,	"Quack, quack!"	"Cluck, cluck!"
Susan ate all her cookies but	one.	two.
Susan was	away.	afraid.
The big gray goose stuck out		
her long	big.	bill.

Interpreting meaningsUse after
page 92.

Write on the blackboard the sentences below. Ask the children to explain the difference in the meaning of the two words *Bill* and *bill*, and the two uses of the word *stuck*.

Grandfather liked Bill.	The donkey was stuck in the mud.
The goose had a bill.	The goose stuck out her bill.

APPRECIATION**Appreciating humor**Use after
page 92.

Ask the children to find the funniest parts of the story.

CONTACTUAL READING:

If a pet is kept in the room, a list of room duties may be written on a chart including one in which the new word *feed* appears, as: Peggy may feed the goldfish.

INDEPENDENT WORK:

READ AND DO, pages 44-47.

Have the children draw pictures of the different animals which Bill and Susan fed.

Duplicate the lists of words below. Have the children underline in each column the words which begin with the letter (both in capital and lower case form) indicated at the top of the column.

J-j	W-w	S-s	D-d
Judy	way	see	ducks
go	yes	run	deep
just	walked	something	do
got	with	sat	blue
Jim	were	Susan	Dickie
push	We	brown	dogs
Jumbo	window	surprise	dolls
they	was	say	bed
Janet	mend	saw	donkey
jumped	want	soon	brown

The children may read supplementary stories, such as:

"The Party," page 71, *Play at Home*, D. C. Heath and Company, Boston, 1944.

"Yellow Chick," page 53, *At Play*, The John C. Winston Company, Philadelphia, 1940.

RELATED EXPERIENCES

One child may imitate the sound made by a farm animal. The others may try to guess what he is imitating. The child who guesses correctly may have the next turn.

Suggested Story

"The Little Old Woman and How She Kept Her Geese Warm," by Hope Newell, *The Little Old Woman Who Used Her Head*, Thomas Nelson and Sons, New York, 1935.

Suggested Poem

"Feeding My Friends," by James S. Tippet, *The Singing Farmer*, World Book Company, Yonkers, New York, 1938.

Off to Aunt Alice's

PAGES 93-97

BUILDING BACKGROUND

Discuss with the children their experiences in staying away from home overnight. Ask them to tell how they packed their overnight bags and what they took with them for an overnight visit.

DEVELOPMENTAL READING

Page 93
stay
garden

"In our new story Bill and Susan were asked to stay all night with someone. Who do you suppose asked them? That's right. Aunt Alice asked them to stay all night." Introduce *stay all night*.

"How many of you have a garden at home? Uncle Jim had a garden in which he raised vegetables. Here is a picture of his garden." Introduce the illustrated word card *garden*. Put it in the wall chart for self-help reference.

"Turn to page 93. Look at the picture. Who do you think has called Bill on the telephone?

"Read the title. Read the first three lines to find out what the telephone message was. What did Bill ask Mother? What did Mother say?

Page 94

"Turn to page 94. Read the first part of the page to find out what Mother told the children to do. What did Susan get ready to take with her? What did Bill get ready to take? Then what did the children do?

Page 95

"Read the first part of page 95. Find out what Mother did and said. What did Bill and Susan do? What did Susan say? What did Bill say?

Page 96

"Look at the picture on page 96. Will the wagon and doll fit in the bag? Do you think the children will have to leave their toys at home?

"Read the first part of the page to find out what Bill and Susan said when their toys wouldn't go into the bag. How did Mother solve the problem? What did Susan ask about the bag?

"Read the first four lines on page 97 to find out what Mother said to the children. What did the children say and do? How did they finally get ready to go? Page 97

"Look at the picture. What are the children bringing to put in the bag?"

REREADING

The children may reread the story to find a certain part on each page, such as:

(Page 93) The part which tells why Bill and Susan wanted to go to the farm.

(Page 94) The part which tells what they wanted to take.

(Page 95) The part which tells what they were really going to take.

(Page 96) The part which tells what Mother suggested Bill and Susan could do.

(Page 97) The part which tells how the children got ready.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Write on the blackboard the sentences below. Play the "Clap Game." Emphasize *stay* and *garden*. Use after page 93.

Aunt Alice wanted the children to stay all night.
Bill wanted to help in the garden.

Place in the wall chart the direction *Find stay*. Ask the children to look at page 93 in their books. Have a child read the sentence which has the word *stay* in it. Replace *stay* with *garden* in the wall chart and repeat the procedure. Have the children turn to page 97. Repeat the procedure described above.

Noting auditory similarities in word beginnings

Place on the chalk ledge *goose, got, stay, goat, ate, afraid*. Place in the wall chart the word card *garden*. Say, "I am thinking of a word which begins like *garden*." Have a child select a word from Use after page 95.

the chalk ledge, read it, and place it under *garden*. Continue this way until all the words beginning with *g* have been placed in the wall chart. Choose a child to read the list of words in the wall chart and another to read the words remaining on the chalk ledge. Have the children note the sound of *g* in the words in the chart.

Supplying rhyming words

Read this rhyme. Ask the children to supply the rhyming word.

The chickens walked away
But the goose wanted to . . . (stay)

INTERPRETATION OF MEANING

Using context clues

Use after
page 93. Place in the wall chart the sentences below. Put on the chalk ledge *stuck*, *stay*, *game*, *garden*. Have the children read the sentences and words silently. Then have different children select a word to complete each one.

Aunt Alice asked the children to . . . all night.

Bill wanted to help Uncle Jim in the . . .

Drawing inferences

Use after
page 97. Ask, "How did Mother give Bill and Susan an idea about what they would need to take besides toys?" Have the children discuss this question and then find the part in the story which gave them a clue to the answer.

APPLICATION OF STUDY SKILLS

Recalling story details

Use after
page 97. Write on the blackboard the lists below. Have the children read the phrases silently. Choose different ones to cross out the phrases which do not belong in each list. Other children may read the phrases which are left.

Susan wanted to take her
new pink dress
hair ribbon
big blue book
little doll

Bill wanted to take his
red wagon
little boat
brown hen
little airplane

Following directions

Write on the blackboard directions such as the ones below. Ask two children at a time to stand in front of the class, read, and follow the directions. Ask children to draw a line under *stay* each time they see it.

Jim, go out.

Louise, go out.

Ann, stay here.

Gene, stay here.

CONTACTUAL READING:

Find opportunities to clarify the concept of *stay* by using it in announcements and directions, such as: It is raining today. We will stay inside.

INDEPENDENT WORK:

READ AND DO, page 48.

Write on the blackboard the known words below. Have the children copy these words and draw a box around the little word in each one.

asked

walked

played

laughed

helped

called

wanted

jumped

Duplicate the story below. Have the children read the story and draw one line under *stay* each time they see it and two lines under *garden*.

The Garden

Ducks must stay out of the garden.

Hens must stay out of the garden.

The goose must stay out of the garden, too.

They do not help.

They eat the things in the garden.

Uncle Jim may stay in the garden.

He waters the garden.

Aunt Alice may stay in the garden.

She helps Uncle Jim.

The children may stay in the garden.

They help Uncle Jim, too.

The children may read supplementary stories, such as:

"Nancy's Trunk," page 15, *At Home and Away*, Silver Burdett Company, New York, 1940.

"Jean Helps Tony," page 86, *A Home for Sandy*, D. C. Heath and Company, Boston, 1942.

RELATED EXPERIENCES

The children may paint or draw articles which they would take with them for an overnight trip. During a language period each one may discuss his pictures and tell the reason for planning to take each article.

Play the "Traveling Game." One child names an article which he would take on a trip; the next child names this same article and adds another one; and so on. When a child fails to name the entire list in order or to add the name of another article, this trip is over and another is started.

Suggested Story

"Visiting," by Miriam E. Mason, *Home Is Fun*, Beckley-Cardy Company, Chicago, 1939.

Suggested Poem

"Baggage," by James S. Tippet, *I Spend the Summer*, Harper and Brothers, New York, 1930.

Jim Scarecrow

PAGES 98-102

BUILDING BACKGROUND

The children may tell about scarecrows they have seen. Discuss the purpose of a scarecrow and how one can be made of sticks, an old hat, and an old coat.

DEVELOPMENTAL READING

"In our new story we are going to read about a big black bird. Here is a picture of the bird. Do you know what it is?" Introduce the illustrated word card *crow*. Page 98
crow
scarecrow
(*crow*)

"Uncle Jim decided to make a scarecrow to scare the crows away from his corn." Introduce the illustrated word card *scarecrow*. Have the children note the length of *scarecrow* and find *crow* in *scarecrow*.

"Some birds sing beautifully. Others do not sing at all. Crows do not sing. They just call, 'Caw! Caw! Caw!'" Write *Caw! Caw! Caw!* on the blackboard and let the children imitate the sound.

"Open your books to page 98. How many crows do you see? Why is Bill waving his hands? What do you think Uncle Jim will do with the sticks?"

"Read the title of the story. Read the first two lines to find out what Bill said. What did the crow do? What happened next?"

"Uncle Jim did not want the crows in his garden because he had just planted some corn." Introduce *Uncle Jim has just planted some corn in his garden*. Page 99
corn
planted

"Read the first part of page 99 to find what happened. Read the next four lines to find what Uncle Jim decided to do. What did the crows say?"

"Uncle Jim asked Bill to get a hat and a coat for the scarecrow. Here is the first thing he asked Bill to get." Introduce the illustrated word card *hat*. "Here is the other thing." Introduce the illustrated word card *coat*. Then introduce the sentence *Get one of my old hats*. When the children have read the sentence, replace *hats* with *coats* and have the sentence read. Compare the singular and plural forms of both words. Page 100
hats
coats

"Turn to page 100. Read the first part to find out who was going to help Bill find the coat and hat. What did Bill and Aunt Alice do? What did Bill and Susan do?"

"Look at the picture. Do you think they made a good scarecrow?"

Page 101
sticks
flew

"Do you remember what Uncle Jim was carrying in the picture on the first page of the story?" Show the illustrated word card *sticks* and have it read. "The scarecrow was . . ." Introduce *made of sticks*.

"This sentence tells where the crows flew when they saw the scarecrow." Introduce *Away they flew*.

"Look at page 101. Read the first part to find out why the crows flew away. Why did Susan say she was not afraid of the scarecrow? What did Bill suggest that they call the scarecrow? Did the children think the scarecrow was funny?"

Page 102
day

"This sentence tells what part of the day the children had fun." Introduce *The children had fun all day*.

"Turn to page 102. Read the first part of the page. What did Bill say when Aunt Alice told the children it was time for bed? Read the rest of the page. What did Aunt Alice say that Uncle Jim would do?"

REREADING

The children may reread the story for the purpose of finding the funniest part.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in compound words

Use after
page 98.

Say the following words and have different children name the two words in each one: *scarecrow*, *good-by*, *grandfather*, *policeman*, *birthday*. Write the words on the blackboard. Different children may box and read the words they know in each compound word. They should recognize *crow*, *good*, *by*, *father*, *man*, *day*.

Discriminating between words similar in configuration

Write on the blackboard *was, saw, cow, can*. Name one of the words, have a child find it, underline it, and read it. Use after page 98.

Recognizing words in context

Play the "Finding Game" and the "Fast Game." Use words in the sentences below. Emphasize *corn, planted, hats, coats*. Use after page 100.

Uncle Jim had just planted some corn.

Bill got one of Uncle Jim's old coats.

He got one of Uncle Jim's old hats.

Recognizing words and phrases in context

Write on the blackboard the sentences below. Play the "Guessing Game." Emphasize phrases containing the new words and then the words individually. Use after page 102.

The scarecrow is made of sticks.

He has Uncle Jim's old hat and coat.

Uncle Jim had planted corn in his garden.

The crows flew away and called, "Caw! Caw! Caw!"

The children had fun all day.

INTERPRETATION OF MEANING**Using context clues**

Place in the wall chart the incomplete sentences below. Place on the chalk ledge *corn, crow, crows, stuck, sticks, Caw, Come, fun, funny*. Ask the children to read silently the incomplete sentences and words. Then have different children select the right word to complete each sentence, place it in the wall chart, and read the sentence. Use after page 102.

Uncle Jim planted

Bill saw two

The scarecrow was made of

The crows called, . . .

The children had . . . all day,

APPRECIATION

Dramatizing sentences

Use after
page 102.

Write on the blackboard the sentences below. Have the children read them silently. Ask a child to dramatize a sentence. The others may guess which one he dramatized. Repeat with the other sentences.

Uncle Jim planted some corn in his garden.
A big crow flew down and ate the corn.
Bill took an old hat and coat to Uncle Jim.
Uncle Jim got some sticks.



CONTACTUAL READING:

Post on the bulletin board notices to call the children's attention to the names of the days of the week, for example: What day is this? This is Monday.

INDEPENDENT WORK:

READ AND DO, pages 49-52.

Write on the blackboard the compound words below with the small words underlined as indicated. Have the children draw a picture of each underlined word.

scarecrow pocketbook policeman popcorn

Duplicate the words below. Have the children underline the two words which are the same in each box.

Get get got	You you yes	Go no go	He he me	The she the	And are and
Must mud must	They they them	We we me	This then this	Run run fun	Let let like

The children may read supplementary stories, such as:

"The Straw Ox," page 84, *I Know a Story*, Row, Peterson and Company, Evanston, Illinois, 1938.

RELATED EXPERIENCES

The children may make a scarecrow to place in the school garden or to use for stage property.

They may dramatize the story, "Jim Scarecrow."

Suggested Poem

"The Scarecrow," by Michael Franklin, *Sung Under the Silver Umbrella*, The Macmillan Company, New York, 1935.

WORD RECOGNITION TEST

Page 53 in READ AND DO is a word recognition test. It is to be used after page 102 in DOWN THE ROAD and tests the recognition of twenty words which have been used at least three times. If the children do not have copies of READ AND DO the test may be reproduced for them.

Directions: Draw a line under 1. *farm*; 2. *Jim*; 3. *goose*; 4. *Judy*; 5. *Dickie*; 6. *aunt*; 7. *uncle*; 8. *Jumbo*; 9. *things*; 10. *gave*; 11. *sing*; 12. *afraid*; 13. *soon*; 14. *feed*; 15. *ate*; 16. *splash*; 17. *were*; 18. *way*; 19. *stay*; 20. *back*.

1. farm feed goose funny	2. Jumbo Jim Judy Mary	3. goose garden gave got	4. Jumbo Dickie Judy Pinky
5. Dickie Judy Jumbo birthday	6. aunt uncle ate don't	7. way splash uncle real	8. Judy Jumbo gave just
9. stay sing things string	10. garden gave were cage	11. things ring sing goose	12. feed back afraid helped
13. soon farm gave sing	14. heard feed were farm	15. way aunt ate as	16. splash sing heard happy
17. way were ate bear	18. pink back way stay	19. stay way things blew	20. garden back feed balloon

Little Goose with Funny Feet

PAGES 103-108

BUILDING BACKGROUND

Show the children pictures of a chicken and a goose. Discuss the difference in their feet. Explain that a goose has webbed feet so that she can swim, but that she cannot walk very fast.

DEVELOPMENTAL READING

"The new story is about a little goose who had funny feet. This is the title." Introduce *Little Goose with Funny Feet*. Ask the children how many feet they have. Then write on the blackboard *You have two feet*. Have a child match the word card *feet* with the same word in the sentence. Page 103.
feet
once

"When I tell or read you a story, I sometimes start by saying, 'Once upon a time,' or 'Once there was.' Our new story starts in this way." Introduce *Once there was a little goose*.

"Open your books to page 103. What two characters do you see in the picture? What do you notice about the sky? What do you see in the sky at the left? What do you think will happen soon?"

"Read the title. Read the first three lines to find out where Little Goose's home was. Where did Little Goose say she was going? What warning did the old brown hen give her? How did Little Goose answer her?"

"The chickens laughed at the poor little goose because her feet were different from theirs. When they laughed they said, 'Ha, Ha!'" Write on the blackboard "*Ha, Ha!*" *laughed the chickens*. Have the children read the sentence and then the words *Ha, Ha!* Page 104
fat
slow
(ha)

"The chickens made fun of Little Goose. They said she was fat." Introduce *Little Goose, you are fat*.

"Little Goose was so fat and she had such funny feet that she could not run fast. The chickens told her she was slow." Introduce *Little Goose, you are slow*.

"Turn to page 104. Whom did Little Goose meet?"

"Read the first three lines to find out if Little Goose really did go out to see what she could see. What did the chickens say to Little Goose? Then what did they do?"

"Look at the picture of Little Goose. Why is she looking at her feet?"

Page 106 “How did the sky look in the picture on the first page? Finally
fell the rain fell on Little Goose.” Introduce *It fell on Little Goose*.

"Read the first four lines to find out where the rain fell. How did the chickens feel? What did they do?"

“Read the first part of the page to find out why Little Goose liked the rain. What did she call to the chickens?”

“Look at the picture. What has happened to one little chicken? What is Little Goose going to do?”

Page 108 "Turn to page 108. Read the first part to find out what the chickens did. What did Little Goose say about herself?"

"Look at the picture. Does Little Goose look happy? Why?"

Have different children read a page at a time for the purpose of having the class decide which child read most nearly as Uncle Jim would have told the story.

GUIDED WORK:

Discriminating between words similar in configuration

page 104. *Once there was a little goose. She said, "I am fat and slow."
She had two funny feet.*

Have the sentences read. Ask a child to read the word *Once*. Place *Once* on the chalk ledge together with several other words similar in configuration, as; *One, On, Once, Our, Over*. Ask another child to find *Once*, replace it in the sentence, and read the sentence. Repeat the procedure with *feet*, using *feed, deep, feet, farm*; with *fat*, using *fun, cat, sat, fat*; with *slow*, using *shop, sleep, shoe, slow*.

Recognizing words in context

Play the "Guessing Game" and the "Finding Game." Use words in the sentences below. Emphasize *quick, step, fell*. Use after page 106.

We go step, step, step with our little, quick feet.
The chickens fell down in the water.

Recognizing words and phrases in context

Write on the blackboard the sentences below. Clip together word cards to make the phrases *could not swim, our little, quick feet, fat and slow, Once there was, go step, fell down*. Have the children read the phrases silently. Then you read a phrase aloud. Choose a child to find the phrase, read it, match it with the same phrase in sentences on the blackboard, and place it in the wall chart. Repeat with the other phrases. Do the same with the words *Once, feet, fat, slow, quick, step, swim, fell, could*. Use after page 108.

Off she went on her funny feet.
Little Goose, you are fat and slow.
Once there was a little goose.
We go step, step with our little, quick feet.
Little Goose cried, "Ha! I can swim!"
The chickens fell down in the water.

INTERPRETATION OF MEANING

Following story sequence

Refer to the sentences under WORD RECOGNITION to be used after page 108. Retell the story briefly. Ask different children to read the sentences as they fit into the story. Use after page 108.

Using context clues

Use after Write on the blackboard the incomplete sentences and words
page 107. below. Different children may read the sentences and underline
the correct word at the end.

Little Goose had funny	fell.	feet.
The chickens laughed,	"He! He!"	"Ha! Ha!"
Little Goose was	slow.	quick.
Little Goose was	fast.	fat.
The chickens' feet were	quick.	quack.
The chickens	fell.	tell.
Little Goose could	stop.	swim.

APPLICATION OF STUDY SKILLS**Classifying words under appropriate headings**

Use after Write on the blackboard the sentences and words below. (List
page 103. words in a column between the sentences.) Have different chil-
dren draw a line connecting a word with the appropriate heading.

I have two feet.				I have four feet.	
cat	goose	Susan	Aunt Alice	crow	goat
duck	Uncle Jim	chicken	donkey	Grandfather	

Locating information

Use after Ask the children to select on page 104 the sentences which tell
page 106. why the chickens laughed at Little Goose; on page 105 the sen-
tences which tell what the chickens thought of themselves; and
on page 106 the sentences which tell what the chickens did when
it started to rain.

APPRECIATION**Appreciating character traits**

Use after Guide the children in a discussion of the kind of character
page 108. Little Goose had. Ask questions, such as: "Who laughed at
Little Goose? Did Little Goose laugh at anyone? Did she argue
with the chickens when they said unkind things about her? Did
she admit that she was fat and slow and had funny feet?"

Discriminating between fact and fancy

Discuss with the children which of these stories could be true and which are make-believe: "The Big Gray Goose," "Off to Aunt Alice's," "Jim Scarecrow," "The Little Goose with Funny Feet."

INDEPENDENT WORK:

READ AND DO, pages 54-56.

The children may draw a fat goose with funny feet.

Duplicate the lists of words below. Ask the children to underline in each box the word which means more than one.

hen hens	boy boys	beds bed	girl girls
shoes shoe	chicken chickens	balloon balloons	cats cat
ducks duck	sticks stick	crow crows	things thing

The children may read supplementary stories, such as:

"Mr. Rooster and the Ducks," page 35, *Fun in Story*, The John C. Winston Company, Philadelphia, 1940.

RELATED EXPERIENCES

The children may develop creative rhythms imitating the slow waddle of a goose and the quick "step, step, step" of the chickens. Provide piano accompaniment if possible.

They may make a moving picture of the story, "Little Goose with Funny Feet." The group may be divided into committees and each committee may make pictures for one scene and tell the story about the scene.

Suggested Story

"The Rich Goose," by Leora Robinson, *For the Children's Hour*, by Carolyn S. Bailey, Milton Bradley Company, Springfield, Massachusetts, 1937.

The Big Wind

PAGES 109-112

BUILDING BACKGROUND

Precede the introduction of the story by reading this poem:¹

Who has seen the wind?
Neither you nor I,
But when the trees
Bow down their heads,
The wind is passing by.

The children may discuss the poem and tell what they have seen happening when the wind was blowing hard. Let them imitate the sound of the wind, "Oo-oo-oo-oo!"

DEVELOPMENTAL READING

Page 109 "Our new story is about a big wind. Introduce *The Big Wind*.
wind "Open your books to page 109. Where are Bill and Susan going? What do you think they are saying to Aunt Alice?

"Read the title. Read the first part of the page to find out what the children and Uncle Jim said to each other.

Page 110 "Bill and Susan went to bed at Aunt Alice's home, and that
that night something happened. Introduce *That night there was a big*
(Oo-oo- *wind*.
oo-oo)

"This word tells the sound of the wind when it blows." Write Oo-oo-oo-oo! and let the children imitate the sound.

"Turn to page 110. How can you tell that the wind is blowing? What is the wind doing to the scarecrow?

"Read the first three sentences to find out what the wind did that night. Where did it blow? Did the wind keep the children awake?

Page 111 "Look at the picture on page 111. What is happening to Jim Scarecrow?

"Read the first part of the page to find out what was left of Jim Scarecrow after the big wind. What did Bill ask? What did Uncle Jim say?

¹ "Who Has Seen the Wind?" by Christina G. Rossetti, *Sing-Song*, The Macmillan Company, New York, 1926.

"Turn to page 112. Read the first part to find out what the children did for Jim Scarecrow. What did the big black crows do then? What did Bill and Susan say to the crows? Page 112

"Look at the picture. Do Bill and Susan seem happy? Why?"

REREADING

The children may reread each page to check their recall of specific facts. First ask a question answered on one of the pages and have a child answer it. Then have the children read the page silently until they find the sentence which answers the question. One child may read the sentence orally and the class may decide whether the first child answered the question correctly. Suggested questions are:

(Page 109) Who helped Bill and Susan get ready for bed?

(Page 110) Were the children afraid of the big wind?

(Page 111) What did Uncle Jim say they must make?

(Page 112) Who told the crows not to come back again?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words and phrases in context

Write on the blackboard the sentences below. Play the "Finding Game." Emphasize the following phrases and words: *That night, big wind, that, wind, Oo-oo-oo-oo!* Use after
page 110.

That night there was a big wind. It went "Oo-oo-oo-oo!"

Compare pairs of objects or children in the room and write on the blackboard sentences such as the ones below. Different children may read the sentences and underline *that* in each one.

This book is red.

This girl has brown shoes.

That book is green.

That girl has black shoes.

Noting visual similarities in word beginnings

Write in columns on the blackboard the words below. Have the

children read the words silently. Ask individuals to underline in each column the words which begin like the first word.

that take the have there stay they this
wind very window mend with must walked now

Finding smaller words in larger words

Write on the blackboard *window*, *that*, and *funny*. Place on the chalk ledge *wind*, *at*, and *fun*. Ask a child to read *wind* and hold it under the same word in *window*. Do the same with the other words. Have different children underline little words in the words on the blackboard.

APPLICATION OF STUDY SKILLS

Recalling story details

Use after page 112. Place on the chalk ledge *in the morning*, *that night*, *hat*, *coat*, *a scarecrow*. Have different children read the correct word or phrase to answer these questions: "When did the wind blow? When did Bill say the wind would stop? What did the wind blow away? What did the children help Uncle Jim put together again?"

APPRECIATION

Generalizing about a character trait

Use after page 112. Discuss the things Bill and Susan have done at the farm which show they are helpful children. The children may refer to their books if necessary.

CONTACTUAL READING:

Write on a chart the poem, "Who Has Seen the Wind?" Each child may make a picture about the poem. Post some of the pictures and write beneath them sentences which the children dictate about the pictures.

INDEPENDENT WORK:

READ AND DO, page 57.

Write on the blackboard the directions below.

Make a chair that the wind blew over.
 Color the chair red.

Duplicate the story below. Have the children read it and draw one line under *wind* each time they see it and two lines under *that*.

One night there was a big wind.
That wind blew the nuts off the trees.
It blew and blew and blew.
It blew the corn over.
It blew the scarecrow away.
That wind blew all night.
But the children were not afraid.
They laughed at that funny wind
as it said, "Oo-oo-oo-oo!"

The children may read supplementary stories, such as:

"The Sleeping Apple," page 27, *Read Another Story*, Benjamin H. Sanborn and Company, Chicago, 1939.

"The Winds," page 60, *The Laidlaw Basic Readers, Primer*, Laidlaw Brothers, Inc., Chicago, 1940.

RELATED EXPERIENCES

The children may make paper windmills or kites and watch what happens when a strong wind blows.

They may develop creative rhythms to interpret the movement of trees in a strong wind.

They may make pictures which indicate that the wind is blowing.

Suggested Story

"The Wind," by Lucy Sprague Mitchell, *Here and Now Story Book*, E. P. Dutton & Company, Inc., New York, 1921.

Suggested Poem

"Listen to the Wind," by Mary M. Green, *Another Here and Now Story Book*, by Lucy Sprague Mitchell, E. P. Dutton & Company, Inc., New York, 1937.

The Sprinkling Can

PAGES 113-117

BUILDING BACKGROUND

Ask the children to discuss their experiences in sprinkling flowers and plants with a sprinkling can. Ask if any of them ever put on their bathing suits and had someone sprinkle them with a sprinkling can or a hose.

DEVELOPMENTAL READING

Page 113
from
sprink-
ling

"This story tells about a sprinkling can which Bill used to water Aunt Alice's garden. Here is the title." Introduce *The Sprinkling Can*. Call attention to the length of the word *sprinkling*. "This sentence tells that the water came down from Bill's sprinkling can." Introduce *Down came the water from Bill's sprinkling can*.

"Open your books to page 113. What is Bill doing? Whose garden do you think he is sprinkling? Why is he in his bare feet?

"Read the title. Read the first two sentences to find out what Bill said. What did the water do? What did Bill say about the water?

Page 114
their

"Judy and Jumbo were nearby when Bill was sprinkling. They wanted some water on their backs." Introduce *They wanted some water on their backs*.

"Turn to page 114. What is Bill doing? Do you think the ducks like the water?

"Read the page to find out how Bill happened to sprinkle water on their backs.

Page 115
so
would

"In the next part of the story an old hen came along. Bill knew the hen did not like rain, so he told her to go home." Introduce *You do not like rain. So go home*. Show both the lower-case and capitalized form of *so*.

"Bill told the hen to go home, but do you think she would go?" Introduce *But the old hen would not go*.

"Read the first part of page 115 to find out why the old hen came up to Bill. What did Bill say to her? Would the hen do what Bill told her to do?

"Look at the picture. Why isn't Bill sprinkling water on the old hen?

"Where is the old hen now?

Page 116

"Read the first part of the page to find out why she flew up into the tree. What did Bill say to her? Would the hen come down?

"Read the first three lines on page 117 to find out who went away. What did Bill bring back? Read the last part of the page. Find out how Bill got the hen to come down from the tree."

Page 117

REREADING

The children may reread each page to find a sentence or sentences which answer a specific question, as:

(Page 113) On what two different things did the water from Bill's sprinkling can fall?

(Page 114) What did Judy and Jumbo want on their backs?

(Page 115) Why did the old hen walk up to Bill?

(Page 116) How did Bill try to coax the hen to come down from the tree?

(Page 117) What happened when Bill gave the old hen some corn?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Place a variety of colored crayons on a chair in front of the group. Write on the blackboard the directions below. Have each child whose name appears in the direction read it and do what it says. Then have different children read and draw a line under from. Use after page 113.

James, take the color red from the chair.

Ann, take the color yellow from the chair.

Russell, take the color brown from the chair.

Gene, take the color black from the chair.

Use the words in the sentence below in playing the "Clap Game." Emphasize *from* and *sprinkling*.

The water came down from Bill's sprinkling can.

Use after page 115. Write on the blackboard the sentences and directions below. Have the children read them silently. Different ones may follow the directions. Replace *from* and *sprinkling* with *their* and *so* in the directions and repeat the procedure. Then replace *so* with *would*, and continue in the same way.

Down came the water from Bill's sprinkling can.

The ducks wanted water on their backs.

Bill said to the mother hen, "You do not like rain.

So go home to your chickens."

But the old hen would not go.

Draw one line under sprinkling.

Draw two lines under from.

Noting visual similarities in word endings

Use after page 113. Write in a column on the blackboard the words below. Have different children underline the words which end like *sprinkling*.

sprinkling going together looking surprise

Identifying rhyming words

Use after page 115. Place on the chalk ledge the word cards *could*, *go*, *no*. Have the children read the words silently. Then show them the word card *so*. Ask a child to read it, then find and read a word which rhymes with *so*. Do the same with the word *would*.

INTERPRETATION OF MEANING

Associating words of similar meaning

Use after page 117. Place in the wall chart the word cards *water*, *Judy* and *Jumbo*, *Bill* and *Susan*, *crow*. Place on the chalk ledge *bird*, *children*, *ducks*, and *rain*. Have different children place a word after the appropriate word in the wall chart.

Using context clues

Write on the blackboard the incomplete sentences and phrases below. Different children may underline the correct phrases.

from the sprinkling can.
 The water came down to the sprinkling can.
 for the sprinkling can.
 at their backs.
 The ducks wanted some water in their backs.
 on their backs.
 "Soon go home to your chickens."
 Bill said to old mother hen "So go home to your chickens."
 "See go home to your chickens."
 will not go.
 But the old hen would not go.
 did not go.

APPLICATION OF STUDY SKILLS

Classifying words under appropriate headings

Place on the chalk ledge the word cards *chickens*, *Judy*, *old hen*, *Little Goose*. Write on the blackboard the sentences below. Have the children read the words and sentences silently. Then different children may read and place the word or phrases under the appropriate headings. Use after page 117.

We like the water. We do not like the water.

Finding answers to questions

Ask, "What did Bill play that the water from his sprinkling can was?" Have the children read the sentences which answer this question on page 113.

Using the table of contents

The children may refer to the list of stories to find the title and page number of a story in the fourth group which they would like to reread.

They may look in the table of contents to find the titles and page numbers of the stories suggested under INDEPENDENT WORK. Since the stories in *To and Fro* are listed by topics, it is suggested that the teacher write the topic *Story Time* on the blackboard and ask the children to look under that topic to find the title of the story.

APPRECIATION

Appreciating a character trait

Use after Have the children find on page 114 the part which shows that
page 117. Bill was kind to the ducks and on page 116 the parts which show
that he was kind to the hen.

INDEPENDENT WORK:

READ AND DO, pages 58-59.

Have the children fold a piece of drawing paper once. On one half they may draw some plants that have not been watered, and on the other half plants that have been watered.

Duplicate the sentences below. Have the children read the story and underline the phrase which completes each of the first three sentences. Have them underline *sprinkling*, *so*, and *would*.

The rain came from the sprinkling can.
 from the tree.
 from the garden.

The water fell on Jumbo and Judy,
 on Aunt Alice.
 on the black crows.

The old hen did not like the water.
 like the corn.
 like the tree.

So she flew up into a tree.

She would not come down.

She was afraid of the water.

Then she did come down to eat the corn.

The children may read supplementary stories, such as:

"Blinkey, the Duck," page 165, *To and Fro*, Allyn and Bacon,
1939.

RELATED EXPERIENCES

The children may tell their experiences in getting pets down from high places.

They may make clothes sprinklers. Have them bring empty bottles from home and punch holes in the lids with small nails.

Suggested Poem

"Sprinkling," by Dorothy Mason Pierce, *Sung Under the Silver Umbrella*, The Macmillan Company, New York, 1935.

WORD RECOGNITION TEST

Page 60 in READ AND DO is a word recognition test. It is to be used after 117 in DOWN THE ROAD and tests the recognition of words which have been used at least three times in DOWN THE ROAD. If children do not have copies of READ AND DO, the test may be duplicated for them.

Directions: Draw a line under 1. *aunt*; 2. *crow*; 3. *slow*; 4. *hat*; 5. *coat*; 6. *chickens*; 7. *quick*; 8. *feet*; 9. *scarecrow*; 10. *fat*; 11. *corn*; 12. *planted*; 13. *wind*; 14. *sprinkling*; 15. *step*; 16. *swim*; 17. *fell*; 18. *say*; 19. *could*; 20. *flew*.

1. aunt chickens swim goose	2. corn crow caw aunt	3. say swim slow soon	4. step fat hat ate
5. could coat crow Dickie	6. things scarecrow chickens quick	7. quick aunt planted gave	8. fell feet flew Judy
9. chickens scarecrow sprinkling afraid	10. fat hat fell feed	11. corn crow coat Jim	12. planted could say Jumbo
13. could coat wind were	14. sprinkling scarecrow say splash	15. slow step fat stay	16. say swim slow sing
17. feet flew fell farm	18. flew say slow way	19. could crow chickens uncle	20. fell feet flew back

In the Tree House

PAGES 118-125

BUILDING BACKGROUND

Give the children an opportunity to tell about playhouses they have made. Lead a discussion about making tree houses.

Pages
118-119

Help them find the introductory picture on pages 118-119. This picture introduces the fifth group of stories about things the children do out-of-doors. There is also a fanciful story in this group. Guide interpretation of the picture with such questions as: "What is Daddy making? For whom is he making the tree house? How is Bill helping Daddy? What do you think Susan will do with the toys she is carrying?"

"Our new story is about the tree house which Daddy made for Bill and Susan. Something exciting happened in the tree house."

DEVELOPMENTAL READING

Page 120

"Turn to page 120. How did Susan get into the tree house? What is she carrying? Where do you think she will put the doll? What might she be carrying in the paper bag?"

"Read the title. Read the first two lines to find out what Susan did. What had Daddy made? What did Susan and Bill like to do?"

Page 121
work
dinner

"Susan played that she was a mother and had work to do in the tree house. This is what she said to Fuzzy." Introduce *I have work to do, Fuzzy*.

"Susan pretended that she got a meal. It wasn't breakfast, lunch, or supper. It was . . ." Let the children supply the word *dinner* as you show the word card *dinner*. "This is what Susan said." Introduce *I must get dinner*.

"Read the first sentence on page 121 to find out who else went up? Did she go up the steps? Then what did she do? What did Susan say to Fuzzy about the work? What did she say to Fuzzy and Baby? What did she tell Fuzzy and Baby to do?"

Page 122
apples
sand-
wiches

"Look at the picture. Who is watching Susan?"

"Susan had two pieces of fruit for dinner." Show the illustrated word card *apples*. Introduce *Susan had two big red apples*.

"Susan also had some sandwiches." Introduce *Susan had some little sandwiches*. Call attention to the length of the word *sandwiches*.

"Look at the picture on page 122. What is Susan doing? Has Fuzzy gone to sleep?"

"Read the first sentence to find out what Susan's doll did. Then what did Susan say? What did she have for dinner? What did she do? What did Fuzzy do?"

"Look at the next page. What sat up in the tree? What did he want? What did the little squirrel do? Who saw him? What did Fuzzy do? What did the squirrel do? What happened then?" Page 123

"Look at the picture. What made the doll bed tip over?"

"Something happened to the doll's arm." Show the illustrated word card *arm*. Page 124
arm

"Turn to page 124. Read the first sentence to find out what Bill did. What did he ask? What did Susan tell Bill about her doll? What did Bill say about the doll? Then what did he do?"

Have the children look at the picture and note the doll's broken arm and the mark on Bill's bag. Discuss what the red cross indicates.

"Were you ever sick enough to stay in bed? Did you want to get up? Did your mother keep you in bed? That's what Susan said she would do with her doll." Introduce *I will keep her in bed, too*. Page 125
keep

"Read the first line to find out how Bill fixed the doll's arm. What did he tell Susan to do with her doll? What did Susan say she would do with her doll? What did she do? What did Susan ask Bill? Did Bill say he would have dinner? What did Bill and Susan do then?"

REREADING

The story may be reread for the purpose of having two children pantomime it while the conversation and narrative are being read by other children. Still other children in the group may then dramatize the story in their own words.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Identifying pictured words

Use after
page 124. Write on the blackboard *apples, arm, sandwiches, feet, sticks, hat, corn, crow*. Place on the chalk ledge the illustrated word cards for the same words. Have different children match an illustrated word card with a word on the blackboard.

Recognizing words in context

Use after
page 125. Place on the chalk ledge *work* and *dinner*. Ask the children to find on page 121 the sentences in which these words appear. Have different children read a sentence orally and then show and read the word card for the new word. Follow the same procedure on page 122 for *apples* and *sandwiches* and on page 125 for *keep*. Play the "Guessing Game" with the words on the chalk ledge.

Noting auditory similarities in word beginnings

Play the "Clap Game." Say the following words: *work, from, way, came, would, were, window, walked, feed, was, went*. Ask the children to clap once for each word which begins like *work*.

INTERPRETATION OF MEANING

Using context clues

Use after
page 124. Write on the blackboard the sentences below. Ask the children to read the sentences and words silently. Then have different children underline the word which completes each sentence correctly.

Susan said, I must	would. work. wind.	Susan had two big red	airplanes. apples. asked.
I must get	donkey. Dickie. dinner.	She had some little	something. surprises. sandwiches.
Susan's doll had a broken		am. arm. are.	

Drawing inferences

Ask the children to read the first two sentences on page 121. Use after
Then ask them how they think Fuzzy went up the tree. On page page 125.
124 have them read the sentence which tells that Bill had a bag.
Have them tell what kind of bag Bill had and what might have
been in the bag.

APPLICATION OF STUDY SKILLS**Classifying words**

Write in a column on the blackboard the heading and words Use after
below. Have different children underline a word which belongs page 122.
under the heading.

I can eat

a balloon	sandwiches	a policeman	a school
apples	corn	a shop	dinner

Following directions

Write in a column on the blackboard *work, apples, arm, cake,* Use after
keep, sandwiches, dinner. Then write the directions below. Ask page 125.
individual children to follow the directions.

Draw one line under things good to eat.

Draw two lines under things not good to eat.

Recalling story details

Write on the blackboard the sentences below. Place on the
chalk ledge *apples, arm, dinner, sandwiches.* Have the children
read the sentences and words silently. Then ask different children
to read each sentence orally and answer it by reading the correct
word or words on the chalk ledge.

What did Susan have to get?

What did Susan have to eat?

What was broken on the doll?

CONTACTUAL READING:

Conduct a discussion of what constitutes a good breakfast, a
good lunch, and a good dinner. Post a picture of foods for a well-
balanced dinner on the bulletin board and label it, A Good Dinner.

INDEPENDENT WORK:

READ AND DO, pages 61-63.

Each child may draw a picture of a playhouse which he has made or which he would like to make. Have him indicate the location of the playhouse by the surrounding scenery.

Duplicate the directions below. Have the children read and follow the directions.

Draw a good dinner.

Draw Susan at work.

Draw some apples.

Draw the doll with the broken arm.

Draw some sandwiches.

You may keep what you draw.

The children may read supplementary stories, such as:

"Up in a Tree," page 114, *In the City and On the Farm*, The University Publishing Company, Lincoln, Nebraska, 1940.

"In the Apple Tree," page 44, *A Home for Sandy*, D. C. Heath and Company, Boston, 1942.

RELATED EXPERIENCES

The children may make a playhouse. They may pretend that they are getting dinner and engage in other dramatic play in this playhouse. Discuss good table manners to use while playing house, as well as while eating real meals.

Suggested Story

"The House in the Tree," by Rhoda W. Bacmeister, *Stories to Begin On*, E. P. Dutton and Company, Inc., New York, 1940.

Suggested Poem

"Apple Tree House," by James S. Tippet, *A World to Know*, Harper and Brothers, New York, 1933.

Teddy Helps

PAGES 126-131

BUILDING BACKGROUND

Initiate a discussion about the school yard, where it begins and where it ends, which parts have grass and which parts have bare ground, who takes care of it, and what he does to take care of it.

Have the children describe their yards at home and tell what they do to help their daddies take care of them. Develop the idea of arranging grass in piles after it is cut.

DEVELOPMENTAL READING

"One day when Daddy was at home, he decided that it would be a good day to work in the yard. So he said this." Write on the blackboard *This is a good day to work in the yard.* Have different children compare the word card *yard* with *yard* in the sentence. Page 126
yard

"Look at the picture on pages 126-127. What are Daddy and Bill doing? Why do you think Teddy is running to them? Do you suppose he can help?

"Read the title. What did Daddy say about the yard? What did Bill say to Daddy? What happened just then? What did Teddy say?

"Daddy was cutting the grass. He needed someone to rake the loose grass into little piles. He said this." Introduce *Bill may put it in little piles.* Page 127
piles

"Read the first part of the page to find out what Daddy said to Teddy. Read the rest of the page to find out what each character did.

"We read on the last page that Teddy went to get his wagon. Daddy told him to take the grass away, put it on the ground, and come back for more." Write on the blackboard *Put the grass on the ground and come back for more grass.* Have the sentence read. Ask different children to frame *ground* and *more*. Page 128
ground
more

"Read the first two lines to find out if Teddy did what he was told to do. Read the next part of the page to find out what Daddy told Teddy to do next. What did Teddy do?

Page 129 "After awhile Teddy became tired. He decided that he had
enough helped enough, so he said this." Introduce *I have helped enough*.

"Look at the picture on page 129. Is Teddy still helping?

"Read the first part of the page to find out what Teddy decided about working. What did he do then? What happened to the grass?

Page 130 "Look at the picture on page 130. Who found Teddy? What do you think he is saying to him?

"Read the first part of the page to find out what Bill saw when he found Teddy. What did Bill say to Teddy? How did Teddy answer Bill? Then what did Bill say?

Page 131 "Read the first three lines on page 131. Find out what Janet did. What did Bill's daddy tell Teddy to do? What did Teddy do?

"Look at the picture. Do you think Teddy is happy? Why was he so hungry?"

REREADING

Have the children reread the story for the purpose of finding all the things Daddy did while working in the yard, and all of the things Bill and Teddy did to help. Write the three names on the blackboard and, as each page is read, have the children find the phrases which tell what each character did. Write these phrases under the appropriate names as they are found. The result will be something like this:

Daddy

worked in the yard
 cut the grass

Bill

helped Daddy
 put grass in little piles
 put all the grass back in a pile

Teddy

helped Bill
 put grass in the wagon
 took it to the tree
 put it on the ground
 came back for more grass
 came back again and again
 made a big pile of grass
 helped Janet eat the dinner

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Identifying phrases which are alike

Write on the blackboard the phrases below. Have the children read the first column of phrases silently. Then ask different children to read and underline each phrase which is just like the first one. Continue in the same way for the second column. Use after page 128.

<u>on the ground</u>	<u>more grass</u>
on the ground	more gray
on the garden	more grass
on the ground	more girls
on the goat	more grass

Recognizing phrases

Play the "Changing Word Game." Use these combinations: Use after page 129.

in the yard	on the ground	more piles
piles of grass	over the ground	enough grass
big piles	more grass	enough piles

Recognizing words

Write on the blackboard the words below. Have different children underline words which you name. Use after page 131.

yard	more	green	every	more
rain	enough	pink	piles	mend
piles	grass	morning	ground	eat

Noting visual similarities in word beginnings

Place in the wall chart the words below. Ask different children to remove from the wall chart words which do not begin like *pile*. Choose a child to read all the words which begin like *pile*.

		<i>pile</i>		
<i>pig</i>	<i>park</i>	<i>party</i>	<i>splash</i>	<i>pocket</i>
<i>pushed</i>	<i>shoe</i>	<i>surprise</i>	<i>put</i>	<i>shop</i>
<i>hop</i>	<i>parade</i>	<i>happy</i>	<i>pony</i>	<i>pushed</i>

Noting auditory similarities in word beginnings

Play the "Clap Game." Say the words *yard, live, yes, you, came, yellow, hop, your*. Ask the children to clap once for every word which begins like *yard*.

INTERPRETATION OF MEANING**Associating characters with what they did**

Use after page 128. Write on the blackboard the phrases below. Place on the chalk ledge *Teddy, Bill, Daddy*. Have the children read the phrases silently. Then have different ones hold the correct word card at the left of each phrase and read the complete sentence.

cut the grass. put it in little piles. put it into his wagon,

Using context clues

Use after page 131. Write on the blackboard the incomplete sentences and phrases below. Have different children underline the correct ending for each sentence and then read the complete sentence.

Daddy went to work in the house.
 in the yard.

Bill put the grass in little piles.
 in little pinks.

Teddy put the grass on the gray.
 on the ground.

Teddy came back for more grass.
 more grays.

Teddy said, "I have helped eat."
 enough."

APPLICATION OF STUDY SKILLS**Locating words in context**

Use after page 129. Ask the children to find *yard* whenever it appears on page 126, *grass* on page 128, *pile* on page 129.

APPRECIATION**Appreciating humor**

Use after page 131. Ask the children what the funniest parts of the story were. Encourage them to discuss the amusing incidents.

INDEPENDENT WORK:

READ AND DO, pages 64-65.

Write on the blackboard the directions below. Have the children read and follow them.

Draw a tree in a yard.

Draw a pile of nuts on the ground.

Draw more nuts on the tree.

Duplicate the sentences and words below. Have the children read the sentences and underline the correct answer at the right of each sentence. Have the children draw a red line under the word *yard*, a blue line under the word *pile*, a green line under the word *ground*, a brown line under the word *more*, and a black line under the word *enough*. As a guide, write on the blackboard each of these words underlined with the required color.

Daddy likes to work in the yard.	Yes	No
Teddy wanted to help in the yard.	Yes	No
Bill can cut the grass.	Yes	No
Teddy put the grass by the tree.	Yes	No
Teddy said, "I have helped enough."	Yes	No
Bill jumped on the big pile.	Yes	No
By and by there was no pile.	Yes	No
Teddy made more work for Bill.	Yes	No
The grass was all over the ground.	Yes	No

The children may read supplementary stories, such as:

"Jane Helps," page 34, *Fun with Dick and Jane*, Scott, Foresman and Company, Chicago, 1940.

RELATED EXPERIENCES

The children may draw pictures of themselves doing different kinds of work in the yard at home.

Suggested Story

"Under the Big Pile of Leaves," by Lucy Sprague Mitchell, *Another Here and Now Story Book*, E. P. Dutton and Company, Inc., New York, 1937.

The Fireplace in the Back Yard

PAGES 132-136

BUILDING BACKGROUND

Initiate a discussion about fireplaces. "How many of you have a fireplace in your home? What is it made of?" Develop the concept of cement by asking, "How are the stones (or bricks) stuck together? Do you know how cement is made? What are some things that are made of cement? (Sidewalks, basement floors, roads.) Did you ever see a fireplace which was built in a yard?" If most of the children have not seen an outdoor fireplace, describe one to them.

DEVELOPMENTAL READING

Page 132
fireplace
picnics

Show the illustrated word card *fireplace*. "What is this? Our new story is about a fireplace in the back yard." Introduce *The Fireplace in the Back Yard*. Call attention to the length of *fireplace*. Ask the children if they can hear two words when you say *fireplace*.

"This fireplace was to be made in the back yard and used for picnics. Here is a picture of a picnic and the word *picnic*." Show the illustrated word card *picnic*. Write *picnic* and *picnics* on the blackboard. Have different children read the words.

"Open your books to pages 132-133. What is Grandfather doing? How is Teddy helping? Where are they working? What do you suppose they are going to make? What do you think Bill is offering to do? What are the girls bringing to Grandfather?"

"Read the title on page 132. Read the first part to find out what was happening. What did Teddy say about the fireplace? What did Bill say about the fireplace and about picnics?"

Page 133
cement

"On the last page we read that Grandfather was starting to make a fireplace. The fireplace was to be made out of stones and cement. First Grandfather had to make a foundation on which to build the fireplace. He was going to make this foundation out of cement." Show the illustrated word card *cement*. Introduce *The children all helped Grandfather get the cement ready*.

"Read the first part of page 133 to find out what Grandfather said about the fireplace. Who helped Grandfather? What did Grandfather say to the children?"

"Did you ever see the print of a dog's paw in soft mud or in a cement walk? On the new page we are going to read about" Introduce *the print of Perky's paw*. Page 134
paw
print

In discussing the picture on page 134, explain that the square of cement is to be the bottom of the fireplace. Have the children turn to page 145 to see how the fireplace looked when it was finished and to identify the cement foundation.

"Read the first two lines to find out what Perky did. What did Bill say to Perky? What happened? Then what did Bill say? What did he do? What was there in the cement? Who saw the print? What did he say they could do?"

"In the next part of the story each person does something with his hand." Show the illustrated word card *hand*. Have the word read on both sides. Write *hand* on the blackboard. Have the children look for *and* in *hand*. Page 135
hand

"Read the first part of the page to find out what Grandfather showed the children how to do. What did Teddy say and do? Who else made prints with their hands? What could they see?"

"Perky and Grandfather and the children had put prints in the cement. On the next page we will find that the print of Fuzzy's paw was there with all the others." Introduce *The print of her paw was there with all the others*. Write the words *Mother* and *other* on the blackboard. Have the children look for *other* in *Mother*. Page 136
other

"Read the first part of the page to find out what Susan did with Fuzzy. What did Fuzzy do? Where was the print of her paw? What did Teddy say about Fuzzy and Perky? What did Grandfather say about them?"

REREADING

Ask the children to reread the story in order to prepare to tell it in their own words without the help of their books. Have different children tell the story, first in parts, then as a whole.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Use after page 133. Play the "Finding Game" and the "Clap Game." Use words in the sentences below. Emphasize *fireplace*, *picnic*, and *cement*.

Grandfather made some cement for the fireplace.
The children were going to have picnics.

Use after page 134. Place on the chalk ledge the word cards *please*, *pink*, *print*, *paz*, and *pile*. Play the "Guessing Game." Emphasize *print* and *paz*.

Finding smaller words in larger words

Use after page 136. Place on the chalk ledge the word cards *mother*, *other*, *hand*, *hat*, *and*, *at*. Have different children read a little word and hold it under the same word in a larger word.

Supplying rhyming words

Read these rhymes to the children and let them supply the last word in each one.

I looked at Perky and then I saw
He had cement on his . . . (paw)

Baby had some sand
In her little . . . (hand)

INTERPRETATION OF MEANING

Using context clues

Use after page 136. Place in the wall chart *Bill*, *Grandfather*, *Susan*, *Perky*, *Jane*, *Fuzzy*, *Teddy*. Write on the blackboard the sentences below. Have different children put the appropriate word cards at the end of the sentences which they complete.

The four little hand prints were made by . . .

The paw prints were made by . . .

The big hand print was made by . . .

Following story sequence

Use after page 136. Write on the blackboard the sentences below. Retell the story briefly. Ask different children to read a sentence on the blackboard as it fits into the story.

"Grandfather and I are going to make a fireplace," said Teddy.
The children all helped Grandfather get the cement ready.
But the print of Perky's paw was there in the cement.
Then Bill and Susan made prints of their hands.
But the print of the paw was there with all the others.

APPLICATION OF STUDY SKILLS

Arranging story details in order

Place on the chalk ledge the word cards *Grandfather, Teddy, Bill, Perky, Janet, Fuzzy, Susan*. Have the children arrange them in the wall chart in the order in which they made prints.

Following directions

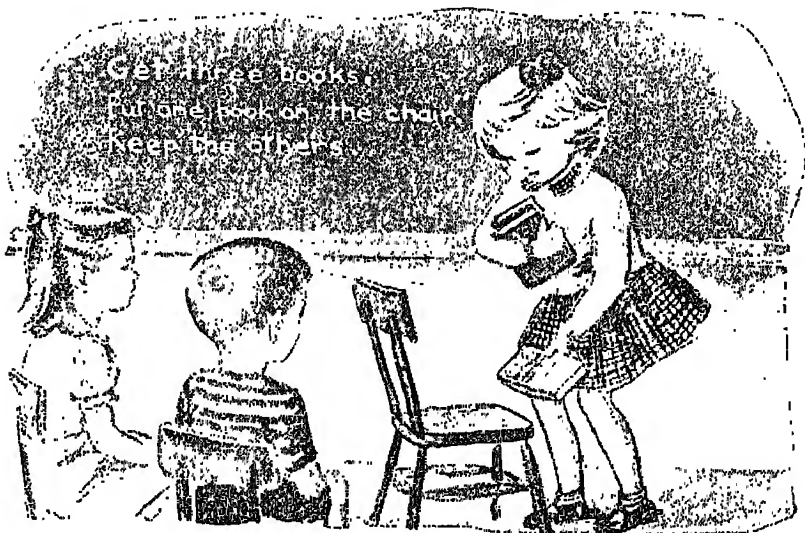
Write on the blackboard the directions below. After the children have read them silently, ask different ones to read and follow them. Have *hand, other, and others* underlined.

Look at one hand.

Put one hand down.

Now look at the other hand.

Put the other hand up.



CONTACTUAL READING:

If possible, have the children make prints of their hands in clay. Label these, as:

This is Jimmie's hand print.
It is a print of his right hand.

To clarify the concept of *other*, use this word in bulletin board announcements or in blackboard directions, as:

James, Ann, and Margaret will play games today.
The others may work in their READ AND DO books.

INDEPENDENT WORK:

READ AND DO, pages 66-68.

Write on the blackboard the riddle below. Have the children read it and follow the direction:

I was made in Teddy's back yard.
Perky put her paw on me.
Grandfather put his hand on me.
Janet and Bill made prints on me.
I have the print of Fuzzy's paw, too.
Draw me and the prints on me.

Duplicate the words below. Have the children add *s* at the end of the second word in each group to form plurals.

pile	picnic	day	hand
pile—	picnic—	day—	hand—
print	paw	other	
print—	paw—	other—	

The children may read supplementary stories, such as:

"Table and Chair," page 78, *Day by Day*, Allyn and Bacon, Boston, 1939.

"Dinner in the Yard," page 102, *Peter's Family*, Scott, Foresman and Company, Chicago, 1942.

RELATED EXPERIENCES

Take the children to see an outdoor fireplace.
Let them make their hand prints in clay.

Each child may make a picture of a fireplace in his home or one which he has seen. He may show his picture during a language period, describe the fireplace, and tell what material was used to make the fireplace.

WORD RECOGNITION TEST

Page 69 in READ AND DO is a word recognition test. It is to be used after page 136 in DOWN THE ROAD and tests the recognition of words which have been used at least three times in DOWN THE ROAD. If children do not have copies of READ AND DO, the test may be reproduced for them.

Directions: Draw a line under 1. *long*; 2. *dinner*; 3. *work*; 4. *apples*; 5. *day*; 6. *sandwiches*; 7. *yard*; 8. *ground*; 9. *fireplace*; 10. *picnic*; 11. *cement*; 12. *hand*; 13. *paw*; 14. *pile*; 15. *print*; 16. *their*; 17. *enough*; 18. *from*; 19. *so*; 20. *more*.

(1) long hand day fell	(2) apples picnic dinner slow	(3) paw yard work wind	(4) apples ground cement planted
(5) pile day paw say	(6) sandwiches dinner ground scarecrow	(7) print hand yard could	(8) yard ground cement garden
(9) print enough fireplace feet	(10) pile picnic enough chickens	(11) cement more ground coat	(12) long print hand hat
(13) paw pile so fat	(14) day pile work crow	(15) long from print quick	(16) their print from step
(17) picnic enough sandwiches sprinkling	(18) from print fireplace flew	(19) pile day so corn	(20) yard more hand swim

A Warm Coat

PAGES 137-144

BUILDING BACKGROUND

Lead the children in a discussion about their winter coats. Ask about the different kinds of materials of which coats are made. Guide thinking toward the generalization that a fur coat is the warmest kind of coat which one can have.

DEVELOPMENTAL READING

Page 137 "Our new story is about someone who wanted a warm coat."
warm
lived Introduce the title *A Warm Coat*.

"This new story is a make-believe story about a funny little man who lived in a hole in a tree." Introduce *Once a funny little man lived in a hole in a tree*. Ask a child to find *live* in *lived*.

Let the children enjoy looking at the funny little man on page 137. Ask "Where is his home? What does he have to eat? Do you think he has a cozy place to live?"

"Read the title. Read the first two lines to find out where Susan found this story. Read the next part to find out about the funny little man's house. What happened one night?"

Page 138 "When the wind blew the tree down, the little man was out in
cold
fur the cold." Introduce *Here I am out in the cold*. Write *cold* on the blackboard. Have a child underline *old* in *cold*.

"The little man was so cold that he decided to get the warmest coat he could find. What kind of coat would that be? Yes, a fur coat. This is what he said." Introduce *I must get a fur coat*.

In the picture on page 138 call attention to the uprooted tree in which the little man had lived and to the wind and snow. Lead the children to conclude that the funny little man is cold.

"Read the first part of the page to find out what the little man said about the cold. Read the next part to find out what he did. What did he say he must get?"

Page 139 "He asked an animal if he might have his fur for a coat. The
(ho)
sleeve animal just laughed at him. He said, 'Ho!'" Write *Ho!* on the blackboard and have the word read.

"The animal was very small. He had enough fur to make just one sleeve." Introduce *It would make just one sleeve and no more.*

"Look at the picture on page 139. To whom is the little man talking? Who is hiding behind the tree?

"Read the first line to find who came by. What did the little man ask Mouse? What did Mouse say about his fur? What did the little man say then?

"Another animal with whom the little man talked was a fox." Page 140
Show the illustrated word card *fox*. Have the word read on both sides of the card. *fox*

"Turn to page 140. Read what the little man said to Rabbit. What did Rabbit say about his fur? What did the little man say?

"Look at the next page. Do you think Fox has enough fur for a coat to cover the little man? Let's read and find out. Page 141

"What did the little man ask Fox? What did Fox say about his fur? What did the little man say then?

"The little man asked the next animal he met if his coat would go all round him." Introduce *Will it go all round me?* Page 142
round

"Turn to page 142. What did the little man say to Bear? Did Bear say the little man could have his coat? What did the little man ask about Bear's coat? How did Bear try to find out if his fur would go around the little man? Then what did Bear say?

"Look at the picture. What do you think Bear will do to the little man? Does the little man look frightened? Page 143

"Read the first part of the page to find out what the little man is saying. Read what Bear said and did next. What did the little man do then?

"Turn to page 144. Read to find out how the little man found another house. Where did the little man live now? Did the animals see him again?" Page 144

In the picture on page 144 call attention to the expression of serenity on the funny little man's face.

REREADING

The children may reread the story in order to dramatize it.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Discriminating between words similar in configuration

Use after Write on the blackboard the words below. Call upon different
page 138. children to find and read *warm, fur, lived, cold*.

warm, walk, warm, were, want, warm, what
fur, far, four, fur, fun, fur, for, fur
lived, liked, little, liked, lived, little, lived
cold, coat, could, cold, coat, cold, cold

Noting visual differences in stem words and variants

Use after Write on the blackboard the words below and have different
page 138. children underline and read *lived*.

live lived lived live lived

Noting visual similarities in word beginnings

Write in columns on the blackboard the words below. Have different children underline words in the first column which begin like *lived*. Use the same procedure with the second column.

<u>lived</u>	like	little	funny	look	day	lost	blew	long
<u>fur</u>	funny	fell	hop	live	fell	fat	feet	feed

Recognizing words in context

Use after Play the "Guessing Game" with the phrases below. Emphasize
page 142. the new words.

the warm coat	hands are cold	one sleeve
lived in a hole	feet are cold	here comes Fox
a fur coat	Ho! Ho!	all round me

Recognizing words

Write on the blackboard the words below. Play the "Finding Game."

warm	live	cold	fireplace	sleeve
what	could	old	from	long
Ho	lived	round	fur	could
work	wind	pile	Fox	fell

INTERPRETATION OF MEANING

Drawing inferences

Ask the children to discuss this sentence: The little man said, "I don't want a fur coat with a bear in it." Use after page 144.

Ask them to discuss why the mouse, rabbit, fox, and bear didn't see the little man again.

APPLICATION OF STUDY SKILLS

Following directions

Ask one of the children to bring either his sweater or coat to the front of the group. Then write on the blackboard the directions below. Have different children read each direction and do what it says. Then have other children read and draw a line under *sleeve* and *sleeves*. Use after page 139.

Find one sleeve. Find two sleeves. Put your arm in one sleeve.

Arranging story incidents in sequence

Write on the blackboard the sentences below. Have the children read the sentences silently. Have different children read a sentence aloud and decide whether or not it is in correct sequence. Rewrite the sentences in the right order as the children decide upon the sequence. Use after page 144.

Once a funny little man lived in a hole in a tree.

He met a little gray mouse.

It was a warm home.

He met a rabbit.

He met a bear.

He met a fox.

The funny little man found a house again.

APPRECIATION

Appreciating excitement in a story

Have the children find, read, and discuss the most exciting part of the story.

INDEPENDENT WORK:

READ AND DO, pages 70-71.

Write on the blackboard the sentences below. Have the children copy the numbers, read the sentences, and write *Yes* or *No* after each number. (Do not have them write the sentences.)

1. A wind blew the man's house down.
2. The man had cold hands.
3. The man had warm feet.
4. The fur of the mouse was too little.
5. A goat came by.
6. A bear was in the fur coat.
7. The man gave the bear an apple.

Duplicate the questions and phrases below. Have the children read the questions and underline the correct answer at the right of each one.

- | | |
|---|---|
| What was the name of Susan's story? | The Warm Hat
A Warm Coat |
| What blew down the tree? | a fox
a big wind |
| What did the man like to eat? | apples and nuts
cookies and popcorn |
| What did the man do to keep warm? | laughed and laughed
walked up and down |
| What did the bear put in the man's pocket? | his paw
his hat |
| What did the bear find in the man's pocket? | a penny
an apple |
| What did the man cry? | "Let me go!"
"Run away!" |
| What did the man give the bear? | the apple
the sleeve |

The children may read supplementary stories, such as:

"The Story of the Little White House," page 132, *Jim and Judy*, The Macmillan Company, New York, 1939.

"Big Bear's Sack," page 59, *Fun in Story*, The John C. Winston Company, Philadelphia, 1940.

RELATED EXPERIENCES

The children may dramatize the story.

Encourage the children to share their favorite story books with the class. Each child may tell his favorite story and show the accompanying pictures in his story book.

Suggested Stories

"No Honey," by Pratt and Meighen, *Read Another Story*, Benjamin H. Sanborn and Company, Chicago, 1939.

"What Else the Moon Saw," Hans Christian Andersen, *In the Nursery of My Bookhouse*, Vol. I., The Bookhouse for Children, Chicago, 1937.

Suggested Poems

"The Little Elfman," by John Kendrick Bangs, *Gaily We Parade*, The Macmillan Company, New York, 1940.

"The Goblin," French, *Picture Rhymes from Foreign Lands*, by Rose Fyleman, Frederick A. Stokes Company, New York, 1935.

The Picnic

PAGES 145-149

BUILDING BACKGROUND

Guide a discussion about the children's experiences in having picnics and cooking food over an open fire. Ask them to tell how they built the fire and what they cooked over the fire.

DEVELOPMENTAL READING

Page 145
fire
meat

"In one of our stories we read that Grandfather and the children made an outdoor fireplace in the back yard. The children wanted to have a picnic, but Grandfather said they would have to wait until the fireplace was finished. When the fireplace was ready, Grandfather said they could make a fire in it." Introduce *We can make a fire in it*. Have the children read the illustrated word card *fire* on both sides.

"Grandfather intended to get some meat to cook over the fire. He said this." Introduce *I will get the meat*. Write *meat* on the blackboard. Have the children underline *eat* in *meat*.

In the picture on page 145, call attention to what Grandfather is doing and how Bill is helping.

"Read the title. Read the first four lines to find out what Grandfather asked the children. What did Teddy do which showed he was happy? What did Teddy say? What did the other children say? What did Grandfather say about food for the picnic?"

Page 146

In the picture on page 146 focus the children's attention on the fact that the picnic cannot start until Grandfather comes back.

"Read the first four lines to find out what the children got ready for the picnic. What did Bill say while they were waiting for Grandfather? Was Teddy tired of waiting, too? Who came just then? What did he have? What did Janet say about Teddy?"

Page 147
cook
held

"When Grandfather came back, he said they would cook the meat." Introduce *We will cook the meat*.

"When you had a picnic, how did you cook your meat? The children in the story put the meat on the sticks and held the

sticks over the fire.” Introduce *They put the meat on the sticks and held the sticks over the fire.*

“Look at the picture on page 147. How are they cooking the meat?

“Read the first part of the page to find out what Grandfather said when he came back. What did the children do with the sticks? What did Grandfather tell the children not to do?

“Turn to page 148. What is happening to Bill’s meat? Do you think Perky will get it? Page 148

“Read the first three lines to find out what Bill said as he cooked the meat. What did Perky say? What happened to Bill’s meat? How did Grandfather help? What did he say to Bill?

“Teddy always seemed to be hungry, no matter how much he ate. Grandfather would always say this.” Introduce *But he will soon be hungry again.* Have the children find and read the two words in the sentence which rhyme (*he, be*). Page 149
be

“Read the first part of page 149 to find out if they finally did have the picnic. What did Bill say about the picnic food? What did Teddy say? What did Grandfather say? Who did Grandfather mean by ‘our hungry bear’? What did he ask the children about picnics? Did the children want any more picnics?”

Call attention to the picture. Have the children note the look of satisfaction on Teddy’s face, and ask them if they can tell why Teddy looks so comfortable and happy.

REREADING

The children may reread the story to find the sentence or sentences on each page which answer a specific question. The questions might be as follows:

(Page 145) What did Grandfather get for the picnic?

(Page 146) How did Janet say Teddy felt?

(Page 147) What did Grandfather warn the children not to do when they were cooking the meat?

(Page 148) How did Bill’s meat happen to fall into the fire?

(Page 149) What question did Grandfather ask about picnics?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing phrases and words

After 147. Play the "Fast Game." Emphasize the new words in the phrases *put the meat, held the sticks, over the fire, will cook.*

Recognizing phrases

After 149. Write on the blackboard the sentences below. Play the "Finding Game" and the "Guessing Game." Emphasize the phrases which contain the new words.

The children put the meat on the sticks
and held the sticks over the fire.

We will cook the meat.

But he will soon be hungry again.

Noting visual similarities in word beginnings

Write in columns on the blackboard the words below. Have the children read them silently. Ask different ones to underline a word which begins like the first word in each column.

<u>fire</u>	fur	Judy	fox	Jumbo	feet	pile	fat
<u>meat</u>	print	more	work	Mary	not	mend	nut
<u>held</u>	he	fell	ho	that	hand	shall	ha

APPLICATION OF STUDY SKILLS

Recalling the order of story events

Ask the children to relate the activities in the story in the order in which they happened. Write their responses on the blackboard, such as:

First Grandfather made a fire in the fireplace.

Then he had to get the meat.

The meat was put on the sticks.

The sticks were held over the fire.

Then the meat was cooked.

The children and Grandfather sat down
and ate and ate and ate.

Using the table of contents

The children may refer to the list of stories to find the title and page number of a story in the fifth group which they would like to reread.

INDEPENDENT WORK:

READ AND DO, pages 72-74.

Let the children make individual scrap books showing various kinds of meat. Pictures of meat may be cut from magazines and pasted on the pages. If possible have the children classify pictures as suggested below. Tell them the word *sheep*.

meat from a cow meat from a pig meat from a sheep

Duplicate the groups of words below. Have the children underline in each box the two rhyming words.

cook book boat	be his me	paw saw cow	keep help sleep	all fell call
way want away	and hand are	arm him farm	eat cat meat	other there mother

The children may read supplementary stories such as:

"Wind and Waves," page 53, *Rain and Shine*, D. C. Heath and Company, Boston, 1942.

RELATED EXPERIENCES

The children may prepare refreshments and have a picnic on the school grounds or in a nearby park or meadow.

Invite a Boy Scout to demonstrate to the class how to build a fire out-of-doors and what safety precautions to take.

Suggested Story

"A Picnic," by Dorothy W. Baruch, *The Two Bobbies*, The John Day Company, New York, 1937.

Whitie and Blackie

PAGES 150-157

BUILDING BACKGROUND

Conduct a discussion about goats. Bring out the fact that they like to chew almost anything they see.

Pages 150-151 Have the children turn to the picture on pages 150-151 which introduces the last group of stories. The first four stories take place at Uncle Jim and Aunt Alice's farm. The last two are fanciful tales.

Guide the interpretation of the picture with questions, such as: "Where are Bill and Susan? Who are the grown people in the picture? What are the animals with which Bill and Susan are playing? What color is the goat Susan is feeding? That goat is Blackie. What color is the other goat? That goat is Whitie.

"We are going to read some more stories about the good times Bill and Susan had on the farm. The first one is about Whitie and Blackie."

DEVELOPMENTAL READING

Page 152 Show the illustrated word cards *Whitie* and *Blackie*, and have the children read the names. "Why is one goat called Whitie and the other Blackie?"

"Turn to page 152. Whom do you see in the picture?"

"Read the title. Read to find out more about the goats. Did Susan like the goats? What did she say about them?"

Page 153 "Susan says the goats are good goats, but Aunt Alice disagrees with Susan. She says that sometimes they are naughty." Introduce *they are naughty*.

"Aunt Alice thought they were naughty because they chewed up things." Introduce *They chewed up the things I had planted*.

"Read what Aunt Alice said about the goats. Did Uncle Jim think the goats were naughty?"

Page 154 "The goats were so mischievous that Uncle Jim couldn't let them run around wherever they pleased. He got a rope and tied them." Introduce *Uncle Jim tied them to a tree*.

"Turn to page 154. Look at the picture. What have the goats done now?"

"Read why Aunt Alice wanted to do something with the goats. What did Uncle Jim say? What did he do with the goats? What did he say to them?"

"When Susan went to see Aunt Alice and Uncle Jim, she was wearing a pretty white dress." Introduce *She had on a pretty white dress.* Page 155
pretty
flowers
(Ma-a-a)

Show the illustrated word card *flowers*. "What are these? We are going to read about some flowers." Introduce *some flowers*.

"We've read about what different animals say. What do ducks say? What do crows say? Do you know what goats say? They say, 'Ma-a-a!'" Write the word on the blackboard and let the children imitate the sound.

"Read to find out how Susan looked when she came to see Aunt Alice and Uncle Jim. What did Susan see? What did the goats see? What did they call?"

"Look at the picture. What do you think the goats are trying to do?"

"When I want to know your reason for doing something, I ask you why you did it. This morning I said to Gene, 'Why are you late?' Susan wanted to know why the goats were tied up. She said this." Introduce *Why do you have to be tied up?* Page 156
why

"Turn to page 156. What is Susan doing in the picture? Where are her pocketbook and flowers?"

"Read to find out what Susan asked the goats. What did the goats say? What did Susan ask Uncle Jim? Was Susan looking at the goats? What does the last sentence ask you?"

"Susan thought the goats really intended to be good. This is what she said." Introduce *I thought you wanted to be good.* Page 157
thought

"Look at the picture on page 157. Now what are Whiteie and Blackie doing?"

"Read the first two sentences to see if you are right. What did Susan say to the goats? What excuse did Uncle Jim give for what the goats had done?"

REREADING

The children may reread the story for the purpose of dramatizing it.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Use after Write on the blackboard the sentences below. Play the "Fast
page 154. Game." Emphasize *Whitie*, *Blackie*, *naughty*, *chewed*, *tied*.

Whitie and Blackie are two little goats.

Some of the time they were naughty.

They chewed things.

Uncle Jim tied them to a tree.

Recognizing phrases

Use after Write in two columns on the blackboard the phrases below.
page 157. Have the children read the phrases silently. You read a phrase in the first column orally. Ask a child to read and underline the phrase in the second column which completes the sentence and then read the entire sentence. Repeat with other phrases.

Whitie and Blackie said, so naughty?"

The naughty goats to a tree.

Uncle Jim tied the goats "Ma-a-a!"

Susan said, "I thought chewed the pretty flowers.

Susan said, "Why are you you wanted to be good."

Noting visual similarities in word beginnings

Write on the blackboard the columns of words below. Have the children read the words silently. Call upon individuals to underline the words which start like the first word in each column.

thought

chewed

tied

why

would

flowers

fire

what

thank

children

time

man

could

chickens

fell

white

things

looked

tell

Whitie

Discuss Uncle Jim's remark on page 153: "No, they are not naughty. That is just the way goats are."

APPLICATION OF STUDY SKILLS

Organizing story details

Use after
page 157.

Place in the wall chart the sentences below. Then place on the chalk ledge these phrases clipped together: *some meat, what Aunt Alice had planted, a fur coat, pretty flowers, a red pocketbook, the ducks*. Ask the children to read silently the sentences in the wall chart. Then have them read the phrases on the chalk ledge. Give different ones a turn to select and read the phrases which tell what the goat chewed up. They may then place these phrases in the wall chart under the sentences.

*Whitie and Blackie were naughty.
They chewed up these things.*

CONTACTUAL READING:

Call attention to the attractive dresses and hair ribbons the girls are wearing. Write on the blackboard or bulletin board sentences, such as:

Do you see Louise's pretty red ribbon?
Who tied your red ribbon, Louise?

When it is necessary to ask a question in which *why* can be used, write it on the blackboard, as:

Why are we going to the auditorium today?
Why should you bring your bank money tomorrow?

INDEPENDENT WORK:

READ AND DO, pages 75-77.

Write on the blackboard the words below. Have the children copy these words, find one or two small words in each large word, and draw a box around it.

Blackie
goats

called
chewed

something
hand

pocketbook
looking

Duplicate the sentences below. Have the children read the sentences, and underline the right word in each one.

The goats were ^{call}
~~called~~ Blackie and Whitie.

Susan liked the little goats.

They ~~jump~~
jumped into the garden.

Aunt Alice ^{planted}
_{plant} pretty flowers in the garden.

See what the naughty goats have chew.
chewed.

"I thought the goats wanted to be good."

Susan ^{walked}
~~walk~~ over to the goats tied to the tree.

The children may read supplementary stories, such as:

"The Little Goat," page 66, *Day In and Day Out*, Row, Peterson and Company, Evanston, Illinois, 1941.

"Nibble Nosc," page 46, *The Laidlaw Basic Readers, Primer*, Laidlaw Brothers, Inc., Chicago, 1940.

RELATED EXPERIENCES

Let the children tell about mischievous things their pets have done.

Let the children prepare a large mural illustrating various incidents in the story.

Suggested Stories

"What Frank Learned," by James S. Tippet, *Henry and His Friends*, World Book Company, Yonkers, New York, 1943.

"The Three Billy Goats Gruff," *Told Under the Green Umbrella*,
The Macmillan Company, New York, 1942.

"The Gray Billy-Goat," Russian, *Picture Rhymes from Foreign Lands*, by Rose Fyleman, Frederick A. Stokes Company, New York, 1935.

WORD RECOGNITION TEST

Page 78 in READ AND DO is a word recognition test. It is to be used after page 157 in DOWN THE ROAD and tests the recognition of words which have been used at least three times in DOWN THE ROAD. If the children do not have copies of READ AND DO, the test may be duplicated for them.

Directions: Draw a line under 1. *fox*; 2. *sleeve*; 3. *fur*; 4. *arm*; 5. *sticks*; 6. *fire*; 7. *Whitie*; 8. *meal*; 9. *Blackie*; 10. *cold*; 11. *warm*; 12. *round*; 13. *other*; 14. *keep*; 15. *naughty*; 16. *cook*; 17. *chewed*; 18. *that*; 19. *be*; 20. *would*.

(1) fire fox fur paw	(2) enough sleeve chewed sticks	(3) fur fire cook from	(4) other warm arm apples
(5) Blackie sticks sleeve long	(6) fire fox keep fireplace	(7) Blackie naughty Whitie dinner	(8) keep meat round more
(9) held Whitie Blackie print	(10) arm cold cook day	(11) warm Blackie would yard	(12) Whitie sticks round ground
(13) other chewed sleeve hand	(14) held keep meat pile	(15) meat warm naughty picnic	(16) cook cold keep cement
(17) Blackie chewed would sandwiches	(18) that other sticks their	(19) keep fur be so	(20) chewed would round work

Daddy's Shortcake

PAGES 158-162

BUILDING BACKGROUND

Guide a discussion in which the children relate their experiences in picking, buying, or eating strawberries. Ask if they have eaten strawberry shortcake. Have them tell how their mothers make it.

DEVELOPMENTAL READING

"Our new story is about a kind of fruit." Show the illustrated word card *strawberries*. Page 158
*straw-
berries
shortcake*

"The strawberries in this story were made into something which most boys and girls like very much. What is this?" Show the illustrated word card *shortcake*. Write the word on the blackboard and have the children find *cake* in *shortcake*.

"Open your books to page 158. Read the title. Find out what Uncle Jim had asked the children to do? What did Mother say to them as they left? What did Bill say to Mother? What did Susan say?"

"Look at the picture. Where do you think the children are going? Why do they look so happy? What are they carrying?"

"Where do you suppose Bill and Susan put the strawberries they picked? Yes, in pails. They said this." Introduce *We have our pails*. Page 159
*pails
picked*

"The children weren't the only ones who picked strawberries. Uncle Jim picked some, too." Introduce *Uncle Jim picked two red strawberries*.

"Look at the picture on page 159. What is Uncle Jim doing?"

"Read the first two lines to find out where the children found Uncle Jim. What did Bill say to Uncle Jim? What did Uncle Jim say? What did they all do?"

"Are ripe, red strawberries sweet or sour? Yes, they are sweet. What are some things you like to eat that are sweet?" Let the children answer this question so that they use verbally the word *sweet*. "Bill liked the strawberries because they were sweet. He said this." Introduce *Strawberries are red and sweet*. Page 160
*sweet
beautiful*

"Ripe, red strawberries are beautiful, aren't they? In the story Bill picked two beautiful red strawberries." Introduce *beautiful red strawberries*.

"Turn to page 160. Read the first three lines to find out what Bill did with one strawberry. What did he say as he looked at the other? What question does the story ask about this strawberry? Can you answer this question? What did Susan do? What did she say?"

Page 161 "Let's read page 161. What did Uncle Jim and the children do? What was happening in the garden? What did Susan say to Bill? What did Bill say?"

Page 162 "Daddy said that strawberries make the best shortcake in
best the world." Introduce *Strawberries make the best shortcake in the*
world.

"Turn to page 162. Read the first part of the page to find out if the children arrived home safely with the berries. What did Mother do? What did Daddy say about the shortcake? What did Bill and Susan say about the strawberries?"

REREADING

The children may reread the story to select the words which they think are most difficult. Write on the blackboard the sentence which contains each of these words and underline the word which they think is difficult.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Use after Write on the blackboard the sentences below. Play the "Clap
page 159. Game." Emphasize *strawberries*, *shortcake*, *pail*, *picked*, *pails*.

The children picked some strawberries.

They put them in a pail.

Mother was going to make a shortcake.

We must take our pails home.

Do you like strawberries?

Play the "Changing Words Game." Use these combinations: Use after page 162.

beautiful shortcake	Susan picked strawberries.
strawberry shortcake	Bill picked strawberries.
best shortcake in the world	Uncle Jim picked strawberries.
Susan's pail	red and sweet
Bill's pail	good and sweet

Supplying rhyming words orally

Have the children add a rhyming word orally to each of the following lists of words as you say them:

took	at	make	he
look	sat	lake	me

APPLICATION OF STUDY SKILLS

Classifying words

Place on the chalk ledge *meat, strawberries, apples, scarecrow, shortcake, pail, sweet, sandwiches, picked, nuts*. Put in the wall chart *What is good to eat?* Have different children answer the question by reading a word and then placing it in the wall chart under the question. Use after page 160.

APPRECIATION

Noting rhymes in context

Ask the children to repeat the rhyme in the story:

Strawberries are red and sweet
and very, very good to eat.

Use after
page 162.

Have them search through the story to see how many times they find the rhyme. Let several different children read the rhyme each time it is found. Invite the children to compose similar rhymes.

CONTACTUAL READING:

Post attractive pictures of fruit on the bulletin board. Label them with such sentences as:

Apples are very red and sweet. Strawberries are good, too.
They are good to eat. Strawberries make good shortcake.

INDEPENDENT WORK

READ AND DO, pages 79-83.

Write on the blackboard the directions below. Have the children follow the directions.

Draw the best shortcake you can draw.
Make three big, red strawberries
on the shortcake.

Duplicate the following:

What things are sweet?	Draw a red line under best.
Draw a line under the things that are sweet.	Draw a green line under world.
cake	The bear said, "I have the best fur coat in the world."
meat	Grandfather said, "I have the best fireplace in the world."
tree	The man said, "This is the best barber in the world."
cookies	Uncle Jim has the best farm in the world.
strawberries	
nuts	
popcorn	
flowers	
apples	
rain	

The children may read supplementary stories, such as:

"Betty and Joe," page 1, *Play at Home*, D. C. Heath and Company, Boston, 1944.

RELATED EXPERIENCES

Let the children make individual shortcakes from prepared biscuit flour. Bake the shortcakes in the oven of the school cafeteria. Ask children to bring strawberries or strawberry jam from home to serve on the shortcakes.

Show the children the print of Sir Joshua Reynolds' painting, "The Strawberry Girl." (Copies of this painting may be secured from F. A. Owen Publishing Company, Dansville, New York.)

Suggested Poem

"Wood Strawberries," by Rachel Field, *Taxis and Toadstools*, Doubleday, Doran and Company, New York, 1937.

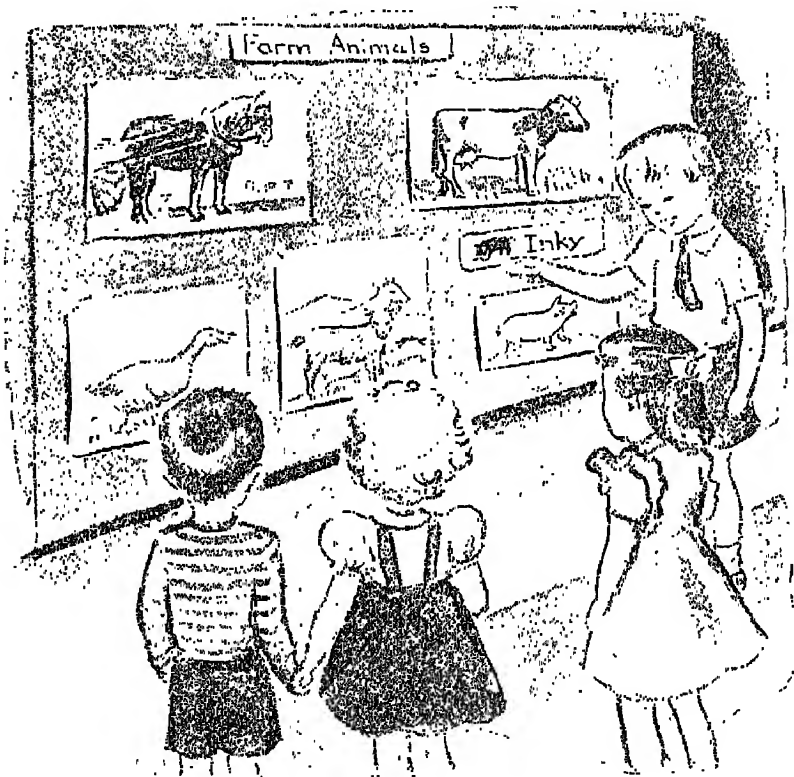
Looking for Inky

PAGES 163-168

BUILDING BACKGROUND

Place the illustrated word card *Inky* on the bulletin board on the morning preceding this lesson. As the children gather around and discuss it, tell them the name of the little black pig.

Pictures of other farm animals may also be placed on the bulletin board for discussion.



At the opening of the period in which the story is introduced, invite the children to discuss pigs, telling where they saw the pigs, what color they were, what they were doing.

DEVELOPMENTAL READING

Page 163 "Our new story is about *Inky*, a little pig who lived on Uncle
Inky Jim's farm." Show the illustrated word card *Inky*. "Why do you
 suppose he was called *Inky*?"

"Open your books to page 163. What do you think is in the
 pail Bill is holding? Whom is he going to feed? How many pigs
 are there? What colors are the pigs? Which one do you think is
Inky?"

"Read the title. Find out why Bill and Susan came to stay
 with Aunt Alice. How long were they going to stay? What were
 they going to do?"

Page 164 "Inky was one of three little pigs that belonged to Uncle Jim.
pen They all lived together in a pen." Show the illustrated word
every card *pen*. Then introduce *They lived together in a pen*.

"What are some things we do every day? Yes, we read every
 day. We also play every day. This sentence tells that every
 morning Bill fed the pigs." Introduce *Every morning Bill went to
 feed the little pigs*.

"Turn to page 164. Read to find out about Uncle Jim's three
 little pigs. What did Bill do every morning? What did the little
 pigs do?"

"Look at the picture. What is Inky doing?"

Page 165 Show the illustrated word card *vegetables*. Tell the children
vegetables the word, if necessary. Have them name all of the vegetables
 in the picture. Have them name other vegetables that are not
 in the picture. Explain that pigs like to eat vegetables. Introduce
They like to eat vegetables. Have the children note the length of
vegetables as compared with *to* and *eat*.

"Read the first part of page 165 to find what happened one
 morning. What did Bill call to Susan? What did Susan say they
 must do? Where did Susan look for Inky? Where did Bill look?
 Was Inky there? What did Susan do then? Read what she thought
 about pigs. Did she find Inky?"

Page 166 Show the illustrated word card *nose*. "What is this picture?
nose When Uncle Jim saw Inky, he told Inky he must keep his nose

out of the garden." Introduce *You must keep your little black nose out of my vegetable garden.*

"Turn to page 166. Read what Uncle Jim said. What did Inky do every morning? What did Aunt Alice say they must do? What did Uncle Jim say? Then what did they all do?

"Look at the picture. What has Inky done to one of the plants?

"When pigs are excited they squeal. They say, 'Ee-ee-ee!'" Write this sound word on the blackboard and have the children imitate it.

Page 167
bee
stung
(Ee-ee-ee)

"Here is a picture of an insect which gathers honey from flowers. What is it?" Introduce the illustrated word card *bee*.

"How does a bee protect himself? If a person gets close to a bee, and the bee senses that he might be harmed, what does the bee do? Yes, he stings the person. Where you ever stung by a bee? Did it hurt? A bee had stung someone in the next part of our story." Introduce *A bee had stung him*.

"Look at the picture on page 167. Why is Inky running?

"Read what Uncle Jim and Aunt Alice heard. What did Aunt Alice say about Inky? Where did they all run? What was Inky doing? What had happened to Inky?

"Turn to page 168. Read the first two lines to find out what Susan said to Inky. What did Bill say to Inky? What did Uncle Jim say about Inky? Did Inky stay in his pen then?"

Page 168

REREADING

The children may reread the story to find a certain part on each page. Parts to ask for might be as follows:

(Page 163) The part which tells all of the things the children are going to take care of on the farm.

(Page 164) The part which tells what Bill fed the pigs.

(Page 165) The part which tells what Susan thought when she wondered where to look for Inky.

(Page 166) The part which tells where they all went.

(Page 167) The part which tells what had stung Inky on the nose.

(Page 168) The part which tells what Uncle Jim said.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Discriminating between words similar in configuration

Use after Write in a column on the blackboard *every, very, every, enough,*
page 164. *every, eat.* Have the children read the column of words silently.
Then have different children underline the word *every* each time it
appears.

Recognizing words in context

Use after Write on the blackboard the sentences below. Play the "Find-
page 165. ing Game." Emphasize *Inky, pen, every, vegetables.*

Inky lived in a pen.

Every morning Bill went to feed Inky.

Inky liked to eat vegetables.

Use after Write on the blackboard the sentences and directions below.
page 168. Have the children read the sentences and directions silently.
Then give different ones a turn to carry out a direction. Replace
Inky and *pen* with the other new words — *every, nose, vegetable,*
Ee-ee-ee, stung, bee — and repeat the procedure.

Inky was not in the pen.

Every morning Bill went to feed
the little pigs in the pen.

Inky must keep his little black nose
out of the vegetable garden.

A bee stung Inky on his little black nose.

He said, "Ee-ee-ee!"

Draw one line under Inky.

Draw two lines under pen.

Noting visual differences in word endings

Place in the wall chart *lived, planted, helped, school, pushed,*
asked, balloon, walked, looked, enough, chewed, garden, picked.
Refer the children to the word *picked*. Have different children
remove from the wall chart each word which does not end like
picked. Ask a child to read all the words remaining on the chart.

INTERPRETATION OF MEANING

Drawing inferences

Let the children discuss these questions: Why was Inky going round and round in the garden? Why did Uncle Jim say, "Inky will stay in his pen now"?

APPLICATION OF STUDY SKILLS

Classifying words

Write on the blackboard *What do pigs like to eat?* Place on the chalk ledge *airplane, apples, pail, corn, surprise, vegetables, bee.* Use after page 168.
Have the children read the question and words silently. Then give different ones a turn to read the question orally and place in the wall chart a word card which answers the question.

Recalling story details

Place in the wall chart *a little pig, in the pen, vegetables, every morning, a little black nose, a bee.* Ask the questions below. Have different children answer a question by finding and reading the appropriate phrase in the wall chart.

What was Inky?

Where did Inky live?

When did Bill feed the little pigs?

What did Inky like to eat?

What kind of nose did Inky have?

What stung Inky on the nose?

INDEPENDENT WORK:

READ AND DO, pages 84-85.

Put on the blackboard the sentences below. Give the children scissors and paper. Have them read the description and carry out the directions.

I am little and black.

I eat apples and corn.

I ran away.

I like to eat vegetables.

I have a black nose.

A bee stung me.

Cut me out.

Color me black.

Duplicate the sentences below. Have the children underline the correct word in each sentence of the story.

Mother and Daddy were ^{go}
going away.

Bill liked to ^{going}
go to the farm.

Susan said, "We are ^{go}
going to stay for days."

"I will ^{look}
looking in the vegetable garden."

Inky did not ^{going}
go into the flower garden.

Inky was ^{go}
going round and round in the garden.

The children may read supplementary stories, such as:

"Little Jack Rabbit," page 78, *Day In and Day Out*, Row, Peterson and Company, Evanston, Illinois, 1941.

"Morning Work," page 45, *We Live on a Farm*, Ginn and Company, Boston, 1940.

RELATED EXPERIENCES

Have a group of children pantomime this story as other children take turns in reading the pages.

Let the children make pigs with lemons and toothpicks.

Ask the children to find and cut out attractive magazine pictures of vegetables. Post the pictures on the bulletin board and label them: Vegetables.

Suggested Stories

"The Good Little Bad Little Pig," by Margaret Wise Brown, *The Fish with the Deep Sea Smile*, E. P. Dutton and Company, New York, 1938.

"The Piggy with a Curly Tail," by Margaret L. White and Alice Hanthorn, *Our Friends at Home and School*, American Book Company, New York, 1930.

The Tub Pond

PAGES 169-173

BUILDING BACKGROUND

Initiate a discussion about ponds. Ask the children if they have ever seen a pond and where it was. Lead them to the generalization that a pond is a small body of water; that it can be a natural pond in a field or park; a pond that someone has built in a yard for goldfish or water lilies; or just some water placed in a big dish or tub for toy boats or for ducks.

DEVELOPMENTAL READING

Show the illustrated word card *pond*. Have the picture named and the word read on both sides of the card. Do the same with *tub*. Introduce the title of the story, *The Tub Pond*. Page 169
pond
tub

"Look at the picture on page 169. How was the pond in the picture made? Who are swimming in the pond? Why is it there?"

"Read the title. Read to find out all you can about the pond. Find out what Judy and Jumbo did."

"One day Judy did not go swimming. She sat still on some leaves." Introduce *She sat still on a bed of leaves*. Page 170
still
leaves

In the picture on page 170 call attention to the fact that Jumbo is swimming alone in the tub pond.

"Read to find out what Jumbo did one day. What did Judy do? What did Bill do? What did he say to Jumbo? What did Susan say about the boat?"

"Jumbo went for a swim day after day." Introduce *Day after day* on the blackboard. Page 171
after

"Read the first four lines on page 171 to find out what was happening. What did Judy do day after day? What did the children do every morning? What would they say to Judy?"

"Look at the picture. Why are the children feeding Judy? Why do you think Judy will not go away from her bed of leaves?"

Write 10 on the blackboard and have the children tell what number it is. Write the word *ten* beneath the number and have it read. Introduce the illustrated word card *ten* and have the objects on the card counted. Page 172
ten
eggs

"What do you suppose Judy had under her on the leaves? Yes she had eggs." Introduce the illustrated word card *eggs*. Leave it in the wall chart for a self-help reference.

"Turn to page 172. Find out what Judy did one day. What question is asked in the next line? What did the children see? How did Susan explain why Judy sat still so long? What did Bill say about Judy?"

Page 173

"Look at the picture. How many little ducks can you count? Now let's read the next page. What did Judy and the little ducks do? What did Bill do? What did he say? What did Judy say to the ten baby ducks? What did all the ducks do then?"

REREADING

Ask the children to reread the story in order to prepare to tell it in their own words.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Discriminating between words similar in configuration

Use after
page 170.

Write on the blackboard the words below. Ask different children to underline and read *pond, tub, still, leaves*.

pond	pony	pond	pond	pony	pond
tub	two	tub	two	two	tub
still	still	stick	still	stick	still
leaves	little	looked	leaves	little	leaves

Recognizing phrases and words

Use after
page 172.

Place on the chalk ledge the sentences and phrases below. Play the "Finding Game" first with phrases, then words.

<i>The Tub Pond</i>	<i>bed of leaves</i>	<i>walked after her</i>
<i>Judy sat still.</i>	<i>ten baby ducks</i>	<i>She had eggs.</i>

INTERPRETATION OF MEANING

Interpreting meanings

Use after
page 169.

Guide the children in a discussion of the difference between a pond and a lake; a pond and a river.

APPLICATION OF STUDY SKILLS

Finding sentences which tell why and how

Have different children find and read on page 170 the sentence which tells why Judy did not swim in the tub pond; on page 172 the sentences which tell why Judy sat on her bed of leaves; on page 173 the sentences which tell how the ducks swam in the tub pond. Use after page 17.

INDEPENDENT WORK:

READ AND DO, pages 86-87.

Put on the blackboard the following sentences:

Draw ten eggs in a bed of leaves.

Color the leaves brown and yellow.

Duplicate the directions below. Have the children read the sentences and put X in the right places.

Put X after ten eggs.	four eggs	ten eggs
Put X after the big pond.	the big pond	the little pond
Put X after five leaves.	four leaves	five leaves
Put X after two tubs.	two tubs	three tubs
Put X after three trees.	two trees	three trees
Put X after Jumbo.	Judy	Jumbo
Put X after ten boats.	ten boats	two boats
Put X after two baby ducks.	three ducks	two baby ducks
Put X after Jim.	Judy	Jim
Put X after ten days.	ten days	two days

The children may read supplementary stories, such as:

"The Little Duck," page 72, *Day In and Day Out*, Row, Peterson and Company, Evanston, Illinois, 1941.

RELATED ACTIVITIES

Take the children to see baby ducks at a pet store or park.

Let the children place some celluloid ducks in a pan of water and play that the ducks are swimming in a pond.

Suggested Story

"Wunky," by Dorothy W. Baruch, *The Two Bobbies*, The John Day Company, New York, 1937.

Suggested Poem

"Ducks at Dawn," by James S. Tippet, *A World to Know*, Harper and Brothers, New York, 1933.

WORD RECOGNITION TEST

Page 88 in READ AND DO is a word recognition test. It is to be used after page 173 in DOWN THE ROAD and tests the recognition of words taught which have been read at least three times in DOWN THE ROAD. If the children do not have copies of READ AND DO, the test may be duplicated for them.

Directions: Draw a line under 1. *flowers*; 2. *pail*; 3. *strawberries*; 4. *Inky*; 5. *shortcake*; 6. *pen*; 7. *vegetable*; 8. *nose*; 9. *bee*; 10. *sweet*; 11. *beautiful*; 12. *every*; 13. *lived*; 14. *picked*; 15. *stung*; 16. *thought*; 17. *tub*; 18. *why*; 19. *tied*; 20. *still*.

1. thought beautiful flowers fire	2. pail pen nose be	3. shortcake strawberries thought chewed	4. why pail Inky Blackie
5. shortcake strawberries sweet cook	6. pail pen picked fur	7. every beautiful vegetable would	8. nose bee stung naughty
9. pen bee tub fox	10. sweet beautiful shortcake meat	11. bee beautiful flowers arm	12. Inky vegetable every warm
13. picked tied keep lived	14. thought picked pail cold	15. stung why still sleeve	16. vegetable thought sweet other
17. tub tied stung round	18. every tied why Whitie	19. lived tied pail held	20. still stung thought sticks

Two Little Soldiers

PAGES 174-178

BUILDING BACKGROUND

Ask the children if any of them have built tents in their back yards and if any of them ever slept in a real tent all night. Talk about soldiers' tents; how the soldiers put them up; what they use the tents for.

DEVELOPMENTAL READING

"Our next story is about an experience which Bill and Susan had in a tent." Introduce the illustrated word card *tent*. Write *tent* on the blackboard and have the children find *ten* in it. Page 174
tent

"Look at the picture on page 174. Why do you think Bill and Susan are just sitting doing nothing? Do you think they are wondering what to play? What is Susan holding in her lap? Whose cat do you think it is?"

"Read the title. Find out where Bill and Susan were sitting. What did Bill ask Susan? What had Susan just thought of? What did Bill say about making the tent? What did the children do?"

"Read the first three lines on page 175 to find out what Bill called to Aunt Alice. What did Susan ask? How did Aunt Alice answer? What did each one do in making the tent?" Page 175

"Look at the picture. Is the cat helping?"

"Bill and Susan wanted to use the tent at night, so they waited until it was no longer light. It was" Let the children supply *dark*. Introduce on the blackboard *By and by it was dark*. Page 176
dark

"Turn to page 176. Read the first sentence to find what the children did all day. Then what did Bill say? What did Susan say when Bill suggested sleeping in the tent? Did Aunt Alice think it was all right? How did Bill say they could sleep? What happened when it was dark?"

"Here is a new color word you will read on the next page." Show the children the color *green* on the color chart and have them read the word. Page 177
green
eyes

Introduce the illustrated word card *eyes*. "How many eyes are there on this card? How many eyes do you have? Let me see what

color your eyes are, Russell. I saw" Write *two brown eyes*. Continue in the same way until one or two additional phrases are written on the blackboard. "In the story on our new page something had" Introduce *Two green eyes*.

"Look at the picture on page 177. How can you tell that it is night? What do you see in the door of the tent?"

"Read to find out what the back yard was like when Bill and Susan ran out to the tent. What did Susan ask Bill? What did Bill say to Susan that shows he didn't want her to be afraid? What did Bill do when he looked into the tent? What did he cry? What did Susan say she saw?"

Page 178 "Turn to page 178. Read the first four lines to find out what the children did. Read the next part of the page and guess what Uncle Jim picked up. What did Uncle Jim and the children do? "What was it that frightened the children?"

REREADING

The children may answer from memory the questions below. Then they may reread the pages to check their answers.

(Page 174) Where did Bill say they could put the tent?

(Page 175) Who helped the children make the tent?

(Page 176) How did Bill say they could sleep?

(Page 177) What did Bill see in the dark?

(Page 178) What did the children and Uncle Jim do when they found it was only a cat?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing phrases

Use after
page 177.

Play the "Changing Word Game." Use these combinations:

a little tent

a funny tent

big dark eyes

a dark tent

a brown tent

beautiful blue eyes

a green tent

a round tent

little green eyes

It was dark.

It was very dark.

little brown eyes

pretty green eyes

Discriminating between words similar in configuration

Write on the blackboard the words below. Have different children underline certain words which you name.

tent	don't	eggs
time	dark	eyes
ten	park	every
then	yard	eat

Noting auditory differences in word endings

Show the children the word cards *ten* and *tent*. Tell them to listen carefully and clap when they hear *tent*. Say: *ten, tent, tent, ten, ten, tent, tent*. Follow the same procedure for *doll* and *dark*. Say: *doll, doll, dark, doll, dark*. Repeat for *eye* and *eyes*. Say: *eye, eyes, eyes, eye, eye*.

INTERPRETATION OF MEANING**Interpreting meanings**

Ask why the story is called "Two Little Soldiers." Also ask what Bill meant when he said, "Don't be a goose!"

APPLICATION OF STUDY SKILLS**Recalling what characters did**

Write on the blackboard the phrases below. Have the children read the phrases and words silently. Ask different ones to draw a line connecting a name at the left with the appropriate phrase or word at the right. Use after page 178.

Bill	found some string.
Aunt Alice	cut some string.
Susan	helped.

Recalling story details

Guide the children in a discussion of the materials from which the tent was made. Have them check by reading page 175 again. Use after page 178.

APPRECIATION**Selecting favorite parts of a story**

Ask each child to find and read to the group the part or parts of the story he liked best. Use after page 178.

CONTACTUAL READING:

Call attention to green wearing apparel by putting a notice on the blackboard, such as: Peggy has green socks. They match her green ribbon.

INDEPENDENT WORK:

READ AND DO, page 89.

Write on the blackboard the sentences below. Have the children read them, then write the numbers of the sentences, and write *yes* or *no* after each number.

1. Susan wanted to make a tent.
2. They put the tent in the back yard.
3. Grandfather helped make the tent.
4. Bill wanted to sleep in the tent.
5. They wanted to be like soldiers.
6. It was very dark in the back yard.
7. Bill wanted to be a goose.
8. Two red eyes were in Bill's bed.
9. The big eyes were in the dark.
10. The eyes were the cat's eyes.

Duplicate the sentences below. Have the children read the sentences and underline the phrase which completes each sentence.

- | | |
|-------------------------|--|
| Bill and Susan sat | on the steps.
in the tent. |
| Susan had a little | black bee.
black cat. |
| They put the tent | under the tree.
in the garden. |
| Susan found some | vegetables for the tent.
sticks for the tent. |
| They played in the tent | all day.
all night. |
| In the tent they saw | two gray eyes.
two green eyes. |

The green eyes were the cat's eyes.
 the donkey's eyes.

The children laughed and laughed.
 cried and cried.

The children may read supplementary stories, such as:

"The Funny House," page 130, *Fun with Dick and Jane*, Scott, Foresman and Company, Chicago, 1940.

"A Little House," page 57, *Stories about Henry*, World Book Company, Yonkers, New York, 1939.

RELATED EXPERIENCES

Let the children paint or draw pictures of different kinds of tents: a circus tent; a soldier's (pup) tent; a tent to be used on a camping trip.

Discuss the use and care of eyes. If one of the children wears glasses, have him tell about his eye examinations. Put one or two sentences on the blackboard which arise from the discussion, as: We must take care of our eyes. We must not hold our books too close when we read.

Suggested Story

"The Dark," by Pearl S. Buck, *Stories for Little Children*, The John Day Company, New York, 1940.

Suggested Poems

"Camp Site," and "Pitching Tent," by James S. Tippet, *I Spend the Summer*, Harper and Brothers, New York, 1930.

"At Night," by Dorothy Aldis, *Before Things Happen*, G. P. Putnam's Sons, New York, 1939.

Red and Happy

PAGES 179-184

BUILDING BACKGROUND

Ask the children to tell about clowns whom they have seen in a circus. Discuss the funny things they did.

DEVELOPMENTAL READING

Page 179
clowns

"Our new story is a funny story about two little clowns." Introduce the illustrated word card *clowns*.

"Turn to page 179." Guide the children in discussing the picture. Call attention to the clothes the clowns are wearing, the stick under the policeman's arm, and the little flag in the clown's hat.

Page 180

"Read the title. Read the first two lines to find out who Red and Happy were. What did Red look like? What did Happy look like? What did Red say one day? What did Happy say?" "What did the little clowns do? What did Red say about his stick? Where did Red look for his stick? What did Red do when he couldn't find his stick?"

Page 181

"Why couldn't Red find the stick? Where was it before he sat down?"

"Look at the picture on the next page. What do you think Red is saying to Happy?"

"Read the first three lines to find out what Red is saying. What did Happy answer? What did Red tell Happy to do? What did Happy and Red do then?"

Page 182

"Look at the picture on page 182. What does Happy see in the pail of water?"

"Read to find out where Happy looked for his flag. What did Happy see in the pail of water? Where had his hat been all the time? What did Happy say as he laughed?"

Page 183
ears

"The clowns had a donkey who had very long . . ." Show the illustrated word card *ears* and let the children supply the word. "His ears were so long that they named him *Long Ears*." Write this phrase on the blackboard, and have it read.

"Read the first three lines on page 183 to find what happened. Find out what Red said about Long Ears. What did Happy say about Long Ears? What did the clowns do then?"

"We have read about the sounds that several animals make. The pig said, 'Ee-ee-ee!' and the goat said, 'Ma-a-a!' Now we are going to read what Long Ears, the donkey, said. He said, 'Hee-haw!'" Let the children try to imitate the sound. Page 184
(hee-haw)

"Turn to page 184. Find out what the clowns heard. What did Happy say about Long Ears? Where did Happy and Red go? What did all the children say?"

"Look at the picture. Do you think Red and Happy are happy? Why?"

REREADING

The children may reread the story for the purpose of finding the parts that they think are the funniest.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Write on the blackboard the sentences below. Have the children read the sentences silently. Ask one child to carry out the directions. Replace *clowns* with *Long Ears* and repeat. Replace this phrase with *Hee-haw* and repeat. Use after
page 184.

Once there were two little clowns.

Where is Long Ears?

The clowns heard a funny Hee-haw!

Find clowns.

Draw a line under it.

Recognizing sound words

Repeat orally the various sound words which the children have had in this reader, and ask the children to tell who said each one. Sound words to name are: *mew*; *bow-wow*; *cluck, cluck*; *S-s-s-s*; *Oo-oo-oo*; *quack, quack*; *Ma-a-a*; *Ee-ee-ee*; *Hee-haw*.

do? What did Red look like? What did Happy look for? What did both clowns look for? To what was the donkey tied?

APPRECIATION

Appreciating humor

Have the children discuss each of these questions without their books: What was the funniest thing Red did? What was the funniest thing Happy did? Use after page 184

CONTACTUAL READING:

Ask the children to bring in pictures of clowns. Post the pictures on the bulletin board, and label them appropriately, as: This clown has funny feet. This clown has long ears.

INDEPENDENT WORK:

READ AND DO, pages 90-92.

Put on the blackboard the sentences below. Have the children read the riddle and carry out the directions.

I look like a policeman.	Draw me with a coat and stick.
I have a blue coat.	Color me.
I have a stick.	Make my hair red.

Duplicate the lists of words below. Have the children add s to the end of each word in column 1, then draw a line from the word in column 1 to the identical word in column 2.

1	2
clown	sticks
stick	chairs
chair	pails
pail	clowns
ear	ears
bed	beds
flag	wagons
hat	flags
tree	hats
wagon	trees

The children may read supplementary stories, such as:

"At the Circus," page 50, *In the City and on the Farm*, The University Publishing Company, Lincoln, Nebraska, 1940.

"The Man, the Boy, and the Donkey," page 81, *Read Another Story*, Benjamin H. Sanborn and Company, Chicago, 1939.

RELATED ACTIVITIES

Let the children make clown hats from paper bags and crepe paper.

They may make simple stick puppet clowns to be used in dramatizing this story.

Show the children a copy of the famous painting "The Jester," by Franz Hals. Let them compare the clowns of long ago with the circus clowns of today.

Suggested Story

"The Giant Is Lost," by Charlotte Becker and others, *Stories for Fun*, Charles Scribner's Sons, New York, 1941.

Suggested Poem

"Circus Parade," by James S. Tippet, *A World to Know*, Harper and Brothers, New York, 1933.

Good Enough for Me

PAGES 185-189

BUILDING BACKGROUND

Arrange in the wall chart the illustrated word cards for these animals: *pig, cat, rabbit, goat, bear, squirrel*. Have the children compare the tails of these animals in shape, size, and length.

DEVELOPMENTAL READING

Show the word card *tail*. "Our new story is about a squirrel who thought his tail was the best tail in the world." Introduce *tail*
the best tail in the world. Page 185

Guide a discussion about the picture on page 185. Call attention to the tails of both animals and have the children guess why the squirrel thought his tail was the best tail in the world.

"Read the title. Read the first sentence to find what the little squirrel had. What did the squirrel think about his tail? Whom did Little Squirrel see one day? What did Little Squirrel say to the pig? What did the pig say about his tail?"

"This is an animal you are going to meet on the next page. What is it?" Introduce the illustrated word card *frog*. Page 186

"Turn to page 186. Read to find whom Little Squirrel saw next. What did Little Squirrel say to the frog? What did the big green frog say to the squirrel? What did the frog do?"

"Look at the picture on page 187. To whom is Little Squirrel talking now?" Page 187

"Read the first four lines to find out about the squirrel and the rabbit. What did Little Squirrel say to the rabbit? What did the pretty brown rabbit say? What did the rabbit do then?"

Introduce *peacock* with the illustrated word card, as indicated for *frog*. Ask if anyone has seen a peacock. Page 188

"Look at page 188. What do you suppose Little Squirrel is thinking about the peacock's tail?" *peacock*

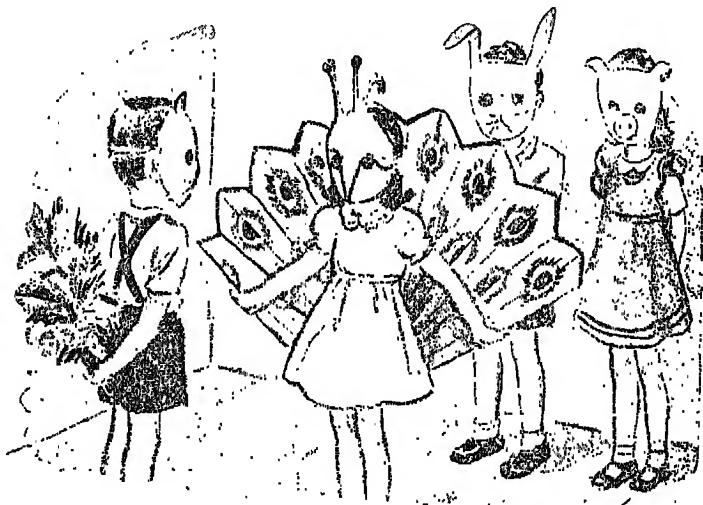
"Read to find out how Little Squirrel happened to meet the peacock. What was the peacock doing? What did Little Squirrel think about the peacock's tail?"

Page 189 "Read the first four lines on page 189 to find out what Little Squirrel did and said then. What did Mother Squirrel say about beautiful tails? What did Little Squirrel do? What did he say?"

"Look at the picture. How does Little Squirrel's tail keep him warm?"

REREADING

The children may reread the story for the purpose of preparing to dramatize it. They may paint or draw a large paper tail for the child who takes the part of the peacock; a wire may be used for the pig's tail, a feather duster for the squirrel's tail, and a powder puff or piece of cotton for the rabbit's tail.



ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing words in context

Use after
page 189.

Play the "Changing Word Game." Use these combinations:

the best tail

the frog

big green frog

beautiful tail

big frog

the peacock

funny tail

green frog

beautiful peacock

Noting visual similarities in word beginnings

Write in columns on the blackboard the words below. Call upon different children to underline a word in one of the columns which starts like the first word in that column.

<u>tail</u>	fat	tent	hen	ten	let	tub
<u>peacock</u>	green	pond	yard	pen	just	pail

Hearing rhyming words

Have the children listen carefully and clap once for a word which rhymes with *tail*. Say: *tail, frog, pail, ears*. Follow the same procedure with the word *sweet*. Say: *sweet, came, fell, feet*. Proceed in the same way with the word *cook*. Say: *cook, look, must, took, book*.

INTERPRETATION OF MEANING

Drawing inferences

Ask, "When did this story take place?" Guide a discussion of the meaning of *Once*, as used at the beginning of the story. Use after page 185.

APPLICATION OF STUDY SKILLS

Classifying ideas

Write on the blackboard the sentences and words below. Have the children read them silently. Ask different children to draw a line connecting a word with its appropriate heading. Use after page 187.

I have a big tail.	I have a little tail.
bear	cat
dog	duck
donkey	peacock
rabbit	mouse
hen	

Recalling story details

Place on the chalk ledge *pig, frog, Mother Squirrel, rabbit*. Ask the children the questions below. In each case, call upon a child to choose and read the word which answers the question correctly.

- Who said, "I like my tail the way it is"?
- Who said, "I don't want a tail"?
- Who said, "My tail is good enough for me"?
- Who said, "Beautiful tails are not the best tails in the world"?

Using the table of contents

Have the children turn to the table of contents and find their favorite stories which they would like to reread.

APPRECIATION**Sensing changing attitudes in a character**

Use after
page 189.

Guide discussion concerning parts of the story in which Little Squirrel was very proud, the part in which he was no longer proud, the part in which he was satisfied with his tail even though it wasn't the most beautiful tail in the world.

CONTACTUAL READING:

Make a list of the children's favorite stories.

INDEPENDENT WORK:

READ AND DO, pages 93-95.

Put on the blackboard the questions below. Instruct the children to read the first question, write the number of the question, and draw the appropriate animal after the number. Have them continue in the same way with the other questions.

- | | | |
|-------------------------------|----------|------------|
| 1. What has no tail? | a frog | a peacock |
| 2. What has a warm tail? | a pig | a squirrel |
| 3. What has a funny tail? | a pig | a frog |
| 4. What has a beautiful tail? | a donkey | a peacock |
| 5. What has a white tail? | a rabbit | a duck |

Duplicate the directions and words below. Have the children read and follow the directions.

Draw a line under the things that have tails.

cat	pail	apples	sandwiches
dog	pig	rabbits	Inky
frog	goat	tub	bee
squirrel	balloon	chickens	eggs
donkey	Dickie	flower	peacock
trees	scarecrow	bear	duck

Draw a funny tail
here

Draw a long
tail here.

Draw a beautiful
tail here.

The children may read supplementary stories, such as:

"Bushy Tail and Bob Tail," page 13, *Fun in Story*, The John C. Winston Company, Philadelphia, 1940.

RELATED EXPERIENCES

Ask if anyone in the class has a peacock feather at home. If so, request him to bring it to school. Show it to the children, let them admire its beauty and name the colors which they see.

Clip together word cards to make descriptive phrases concerning characters in the book as: *beautiful peacock, happy clowns, fat goose, little bee, black crow, funny scarecrow, donkey with long ears*. Place the phrase in the wall chart. Invite a child to interpret through pantomime any one of the characters which he chooses. Let the others guess which character he is representing.

Suggested Story

"The Jay and the Peacock," adapted from Aesop, *My Bookhouse in the Nursery*, Vol. I, The Bookhouse for Children, Chicago, 1937.

Suggested Poems

"Tails," by Janet Howard, *Another Here and Now Story Book*, by Lucy Sprague Mitchell, E. P. Dutton and Company, Inc., New York, 1937.

"The Squirrel," *Here We Come A'Piping*, edited by Rose Fyleman, Frederick A. Stokes Company, New York, 1937-38.

WORD RECOGNITION TEST

Page 96 in *READ AND DO* is a word recognition test. It is to be used after page 189 in *DOWN THE ROAD* and tests the recognition of words which have been used at least three times in *DOWN THE ROAD*. If the children do not have copies of *READ AND DO*, the test may be reproduced for them.

Directions: Draw a line under 1. *eggs*; 2. *leaves*; 3. *tail*; 4. *frog*; 5. *world*; 6. *tent*; 7. *peacock*; 8. *eyes*; 9. *clown*; 10. *ears*; 11. *green*; 12. *pond*; 13. *pretty*; 14. *dark*; 15. *best*; 16. *ten*; 17. *policeman*; 18. *once*; 19. *after*; 20. *held*.

(1) eggs ears eyes why	(2) lived leaves tail lived	(3) tail after tent pail	(4) best pond frog thought
(5) pretty held world sweet	(6) ten tent tail tied	(7) peacock pretty clown picked	(8) ears eyes eggs every
(9) lived clown best flowers	(10) dark leaves ears vegetable	(11) green pretty frog stung	(12) world once pond pen
(13) pretty peacock leaves strawberries	(14) after dark pond shortcake	(15) bee held best pond	(16) ten tail tent tub
(17) leaves policeman clown beautiful	(18) once ears held nose	(19) pond lived after Inky	(20) best held eyes still

Evaluation Chart

This chart provides a basis for evaluating growth in learning to read during the first-grade program. It indicates the specific ways in which the child shows that he is learning to recognize words, interpret meanings, apply study skills, and that he is growing in appreciation.

WORD RECOGNITION

Matches objects, pictures, words, phrases, and sentences.

Associates words with objects; words, phrases, and sentences with pictures.

Associates spoken words with printed symbols.

Uses picture and context clues in recognizing words.

Recognizes words in both capital and lower case forms.

Recognizes phrases in context.

Recognizes new words in context.

Reads known words in new context.

Distinguishes between words of similar configuration.

Identifies known words in new compound words, as *man* in *police-man*.

Identifies new words in known compound words, as *crow* in *scarecrow*.

Hears and distinguishes two words in one word, as *some* and *thing* in *something*.

Identifies a known word in a longer known word, as *arm* in *farm*, as in *has*, *all* in *call*, *at* in *cat*.

Identifies new words in longer known words, as *call* in *called*, *way* in *away*.

Identifies known words in longer new words, as *eat* in *meat*.

Recognizes the contraction *don't*.

Recognizes plural and possessive forms made by adding *s* or *'s* to known words.

Compares variants ending in *ed* and *ing* with base forms of the same words, as *go*, *going*; *help*, *helped*; *plant*, *planted*; *call*, *called*; *walk*, *walked*.

Recognizes by sight variants of known words made by adding *ed*, *d*, *s*, *ing*, as *going*, *asked*, *played*, *liked*, *liens*, *called*, *jumped*, *helped*, *chickens*, *hands*, *others*, *picnics*.

Selects, by matching, words beginning with the same initial consonants and consonant speech sounds: *b*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *r*, *s*, *t*, *w*, *ch*, *sh*, *th*, *wh*.

Matches rhyming words and supplies words to complete rhymes. Makes use of speech sounds in imitating sounds of birds, animals, the wind.

Recognizes known words in different context through diversified reading activities.

Acquires many new words through contacts with chart stories, signs, bulletin boards, directions, and through wide reading in supplementary pre-primers, primers, and other simple books on the library table.

Evaluates his own progress in building a reading vocabulary by means of word recognition tests.

INTERPRETATION OF MEANING

Tells own experiences; expresses ideas orally.

Discusses picture details in preparation for fullest interpretation of stories.

Interprets printed directions.

Interprets fanciful stories in terms of imaginary characters and situations.

Interprets plots involving more characters and more complex situations.

Interprets an idea expressed in words by selecting a picture that illustrates the idea.

Interprets stories set in backgrounds less closely associated with immediate home environment.

Participates in planning dramatized versions of stories.

Interprets stories in terms of implied meanings.

Interprets sentences through pantomime.

Associates number words with numbers; color words with colors; sound words with that which produces the sounds.

Interprets the meaning of words that are pronounced alike, as *too*, *two*.

Distinguishes between present and past tenses in interpreting word meanings, as *came*, *come*.

Learns that a word may have more than one meaning, as *Bill*, *bill*.

Clarifies the meanings of new words through additional experiences with words.

Associates pronouns with their antecedents.

Reads short sentences silently with attention on meaning, and without lip movement.

Reads stories and parts of stories silently in response to motives set by the teacher.

Acquires background for understanding general concepts and word meanings through discussion of pictures and related experiences before he reads the stories.

Reads silently to locate specific story details in response to questions and directions.

Engages in rereading for specific purposes.

Discusses attitudes of characters in relation to story plots.

Discusses happenings in stories in relation to his own experiences and to stories read previously.

Supplies answers to questions based on previously read story content.

Rereads selections orally with increased fluency.

Reads a complete incident or an entire story in an audience situation.

Reads aloud only after silent preparation.

Reads orally in phrase units with increased fluency.

Distinguishes between narrative sentences and direct quotations in reading aloud.

Varies inflection and tone of voice to suit a given character.

APPLICATION OF STUDY SKILLS

Associates numbers in a series with spoken and written symbols.

Gains some skill in referring to table of contents to locate stories previously read as well as stories in supplementary books.

Locates material in books on the reading table by type of content and by pictures.

Notes and reads titles of readers and books chosen from the library table.

Locates page numbers by matching with numbers on blackboard or in table of contents.

Locates pictures, words, phrases, sentences for various specific purposes.

Searches through books to locate given types of stories.

Locates specific story details to find a given item in response to questions and directions.

Selects and classifies objects, words, phrases, and sentences for a variety of purposes according to different types of printed and oral directions.

Selects statements on the basis of whether they are true or false.

Selects from given lists the correct answers to riddles.

Selects details in pictures to answer questions and to represent ideas.

Selects stories appropriate for dramatization.

Organizes names of specific objects according to a common classification.

Organizes pictures, names of objects, story episodes in sequence.

Organizes story incidents and conversation for purposes of dramatization.

Remembers story and picture details for different purposes.

Follows increasingly longer and more complex directions, oral and printed.

Reads longer sentence units and learns to follow lines of print accurately and with increased fluency.

APPRECIATION

- Listens attentively to stories and poems read by the teacher.
- Contributes to the discussion of stories and poems.
- Enjoys humorous incidents and characterizations in pictures and stories.
- Discriminates between realistic and fanciful stories.
- Discusses stories read independently in other books.
- Learns to read and enjoy longer phrases, longer sentences, and longer stories.
- Listens critically to oral interpretation of others and tries to improve own oral reading.
- Reads an entire story in an audience situation.
- Reads longer sections or entire stories silently in response to interesting motives set by the teacher.
- Reads widely from supplementary pre-primers, primers, and other easy material of his own choice for pleasure or to satisfy his curiosity.
- Discusses and appreciates such story elements as plot, suspense, surprise, humor, adventure, rhythm.
- Senses and discusses the mood which characterizes a particular story situation.
- Notes and discusses traits of different characters.
- Discusses behavior of characters: good manners, spirit of cooperation, helpfulness, etc.
- Discusses and learns to appreciate folktale qualities: rhythmic phrases, repeated refrains, introduction of characters one by one.
- Notes and discusses the characteristic style used to begin a fanciful story.
- Expresses his reaction to poems and stories read by the teacher through discussion, illustration, pantomime, construction.
- Enjoys vivid interpretation of stories through dramatization.

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Down the Road



SILVER BURDETT COMPANY
NEW YORK • CHICAGO • SAN FRANCISCO

Learning to Read

A BASIC READING PROGRAM

BY

NILA BANTON SMITH, Professor of Education
University of Southern California

DOWN THE ROAD

Illustrations by
Corinne Malvern, Priscilla Pointer
and Sally Tate

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Hop, Hop, Hop!

Hop, hop, hop went Bill.

Hop, hop, hop went Susan.



"I like this game," said Bill.

"Yes, it is fun," said Susan.

They played the game again and again.

Hop, hop, hop they went.



Susan sat down on the grass.
She looked at Bill.
“Oh, Bill!” she said.
“You have a hole in your shoe.”

Bill sat down and looked
at his shoe.
“Yes, it is a big hole,” he said.
“I must go and tell Mother.”

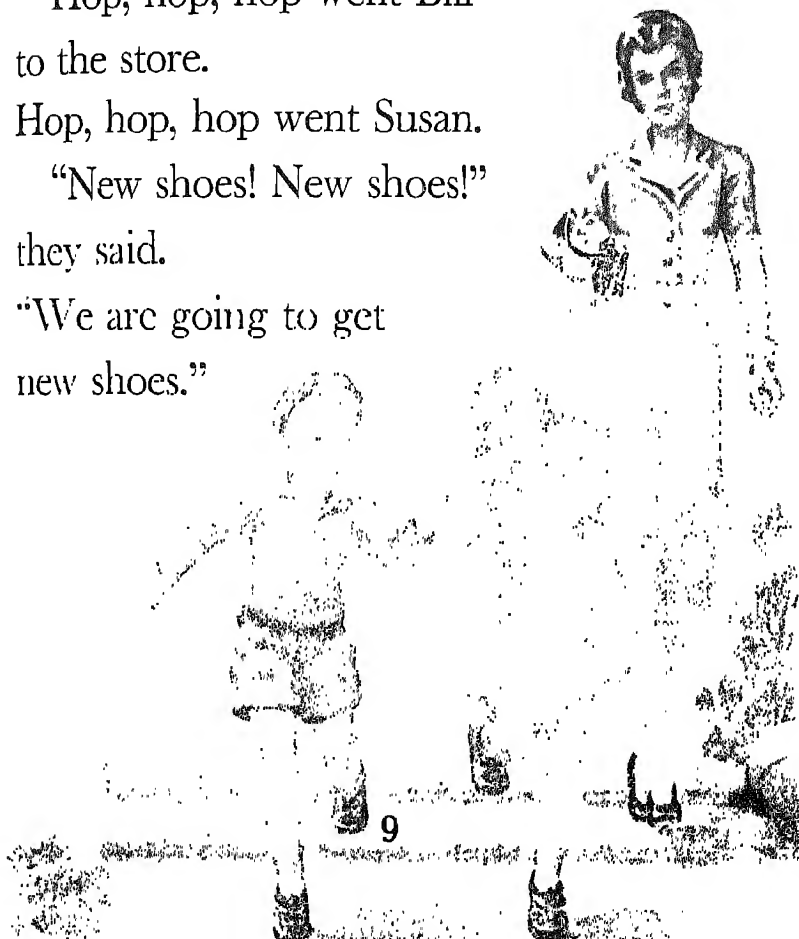
“My, my, Bill!” said Mother.
“You must have some new shoes.
Susan must have some, too.
We will go to the store this morning.”

Hop, hop, hop went Bill
to the store.

Hop, hop, hop went Susan.

“New shoes! New shoes!”
they said.

“We are going to get
new shoes.”



“Good morning! Good morning!”
said the man in the store.

“Is it time for new shoes?”

“Is it time for new shoes?”

“Yes! Yes!” said the children.

Bill looked at the shoes for boys.
Susan looked at the shoes for girls.

Susan looked at the shoes for girls.

“Here are some I like,” said Bill.

“Here are some I like,” said Susan.

“Do you want to put them on?”
said the man in the store.

said the man in the store.

“Yes! Yes!” said the children.





Susan looked down at her new shoes.

"I like my shoes," she said.

"But they are very, very new.

We can not play in our new shoes."

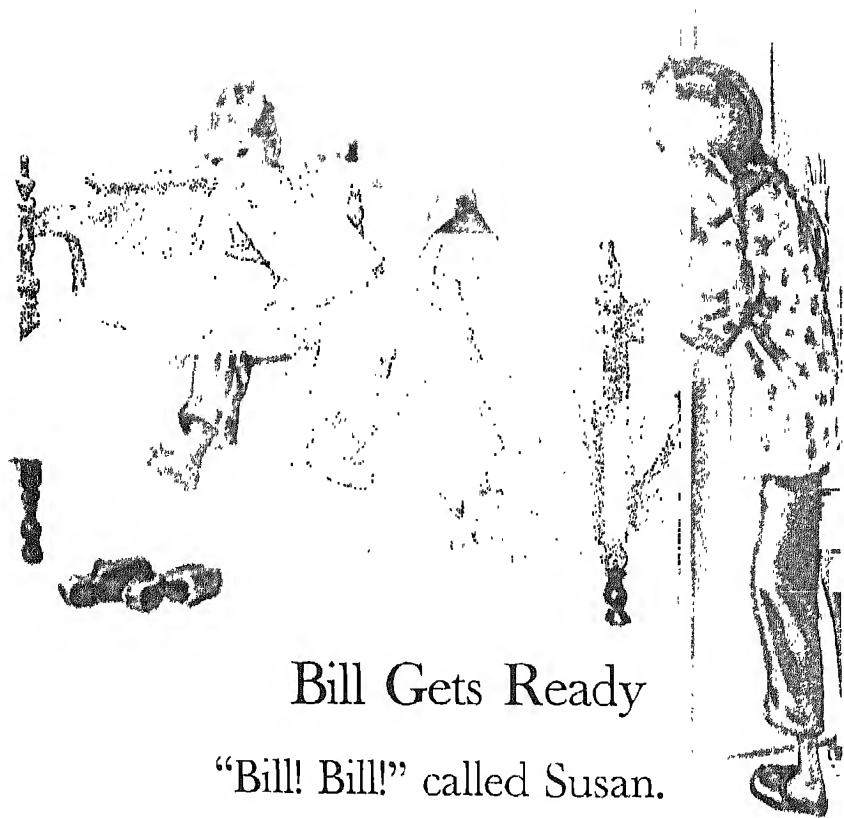
"Oh, no," said Bill.

"We must play in our old shoes."

Bill and Susan walked home.

They did not hop.

They walked in the new shoes.



Bill Gets Ready

“Bill! Bill!” called Susan.

“It is time to get up.

We must get ready for school.”

Bill jumped out of bed.

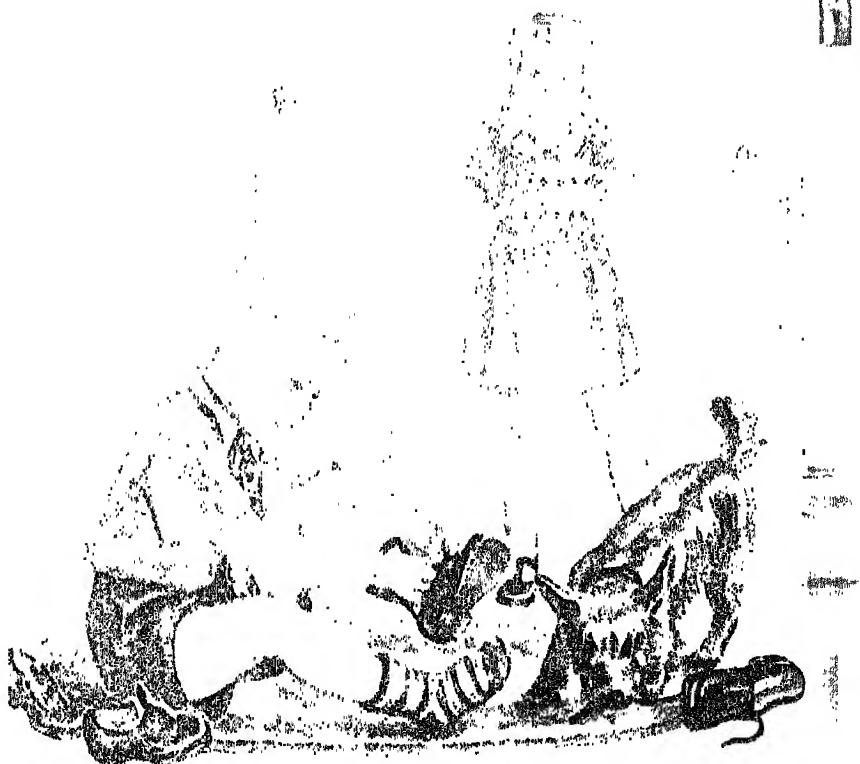
He liked to go to school.

“I will get ready,” he said.

“I will dress fast.”

Susan put on her blue dress
and her new shoes.
She went to find Bill.
“Are you ready?” she asked.

Bill said, “I am all ready
but my shoes.
I must put on my new shoes.”





"Good morning, Bill," said Mother.

"Are you ready for school?"

"Oh, yes, Mother," said Bill.

"I can dress fast.

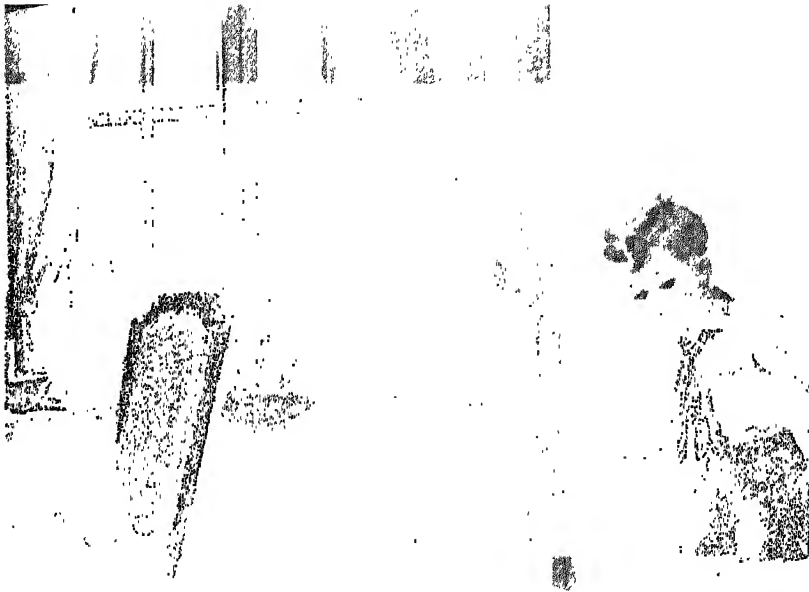
I am ready for school.

I am ready to eat, too."

Susan looked at Bill.

"Oh, my!" she said.

"You did dress fast!"



Mother looked at Bill.

Daddy looked at Bill.

Bill looked at his shoes.



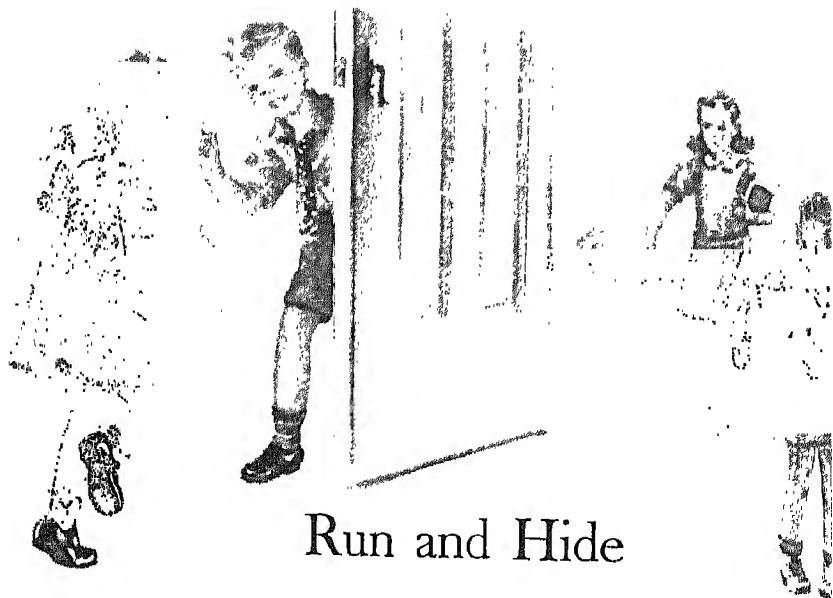
Then they all laughed.

“Oh, I am not ready!” said Bill.

“I have put on one old shoe
and one new shoe.

I am not ready at all.

I must have two new shoes.”



Run and Hide

"We are ready for school,"
said Susan.

"And here comes Janet."

"Let us surprise her," said Bill.

"Run and hide! Run and hide!"

Janet came into the house.
She called, "Bill! Susan!
It is time to go to school."

Bill and Susan did not come.

“Where are they?” asked Janet.
Baby laughed.
“Look! Look!” she said.

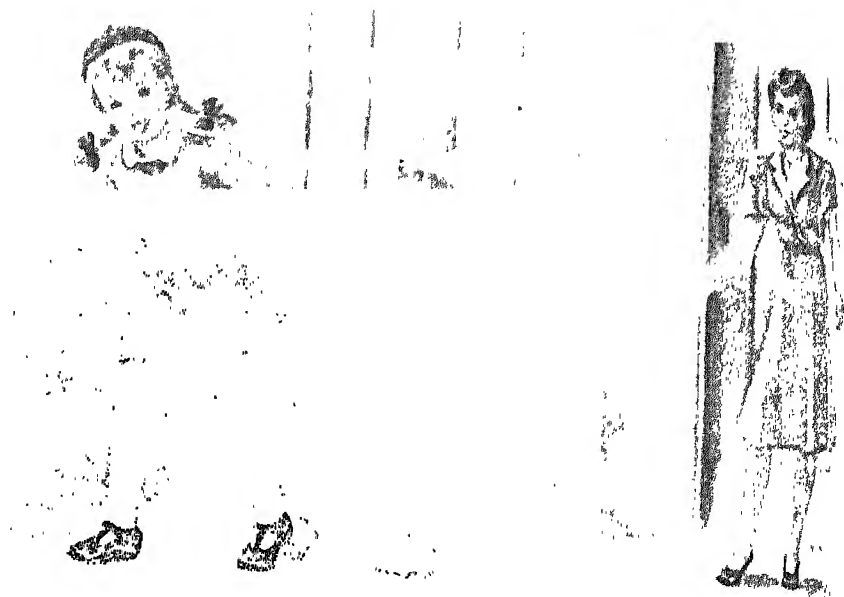
Then Bill jumped out
and Susan jumped out.

“Surprise!” said Bill.

“Surprise!” said Susan.

“It was a big surprise,” said Janet.
It was fun for Baby, too.”





"We must go to school now,"
said Susan.

"Good-by, Baby. Good-by, Mother."

Baby wanted to go with Susan.

"Oh, no, Baby!" said Susan.

"I can not take you with me.

I can not take you to school.

You are too little.

Go and play with Perky."

Bill said good-by to Mother
and Baby.

He said good-by to Perky.

Perky wanted to go with Bill.

"No, no, Perky!" said Bill.

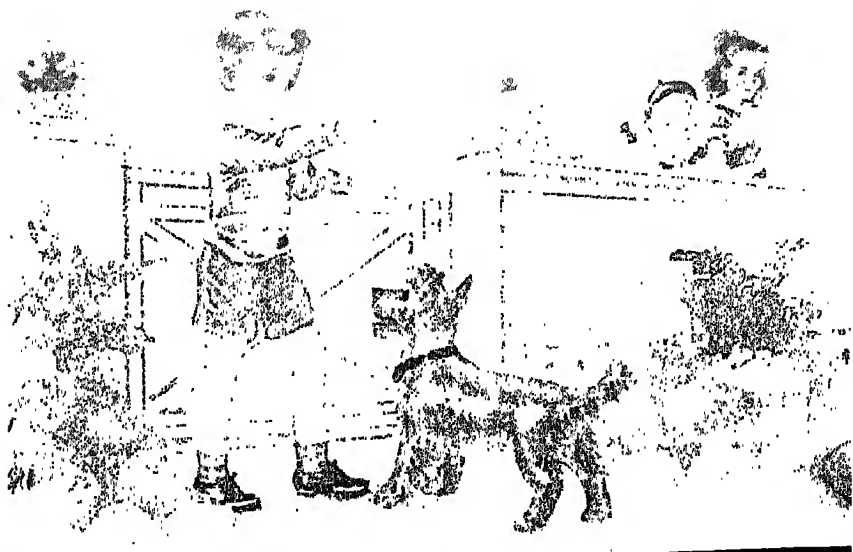
"I can not take you with me.

Dogs can not go to school.

Go and play with Baby."

Perky ran to play with Baby.

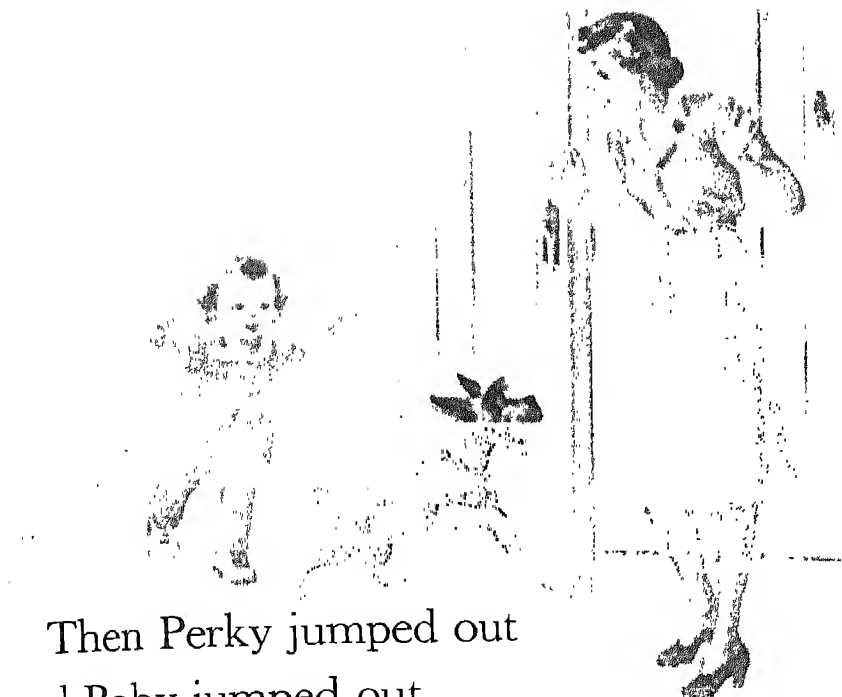
The children went to school.



Baby and Perky ran into the house.
Baby wanted to surprise Mother.
She wanted to run and hide.
Perky wanted to hide with Baby.

Mother came into the house.
“Where is my baby?” she called.
“Where is Perky?”
Have they run away?”





Then Perky jumped out
and Baby jumped out.

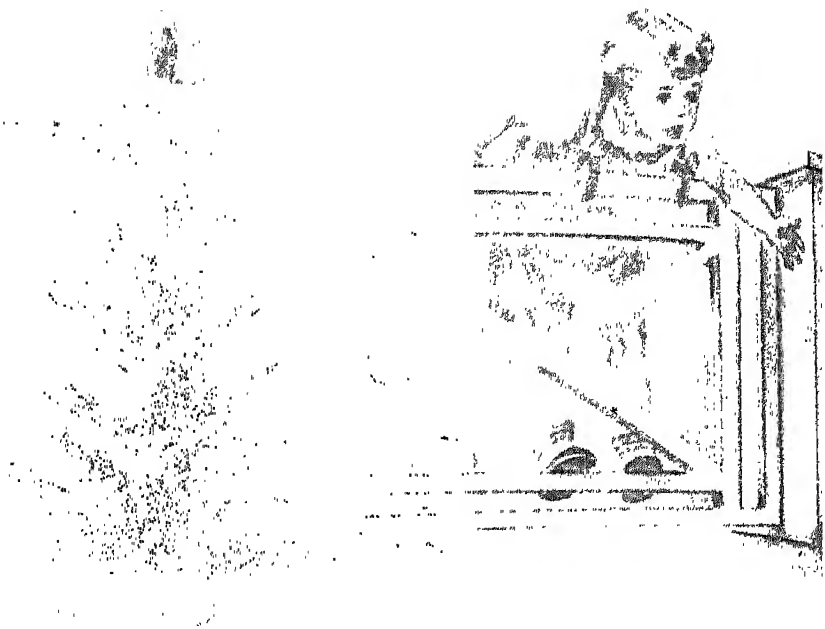
“Bow-wow! Bow-wow!” said Perky.

“See! See!” said Baby.

“Oh! Oh!” said Mother. “Oh! Oh!”

Baby laughed and Mother laughed.
Perky jumped up and down.

“What a big, big surprise!”
said Mother.



Fuzzy Runs Away

“Fuzzy! Fuzzy!” called Susan.

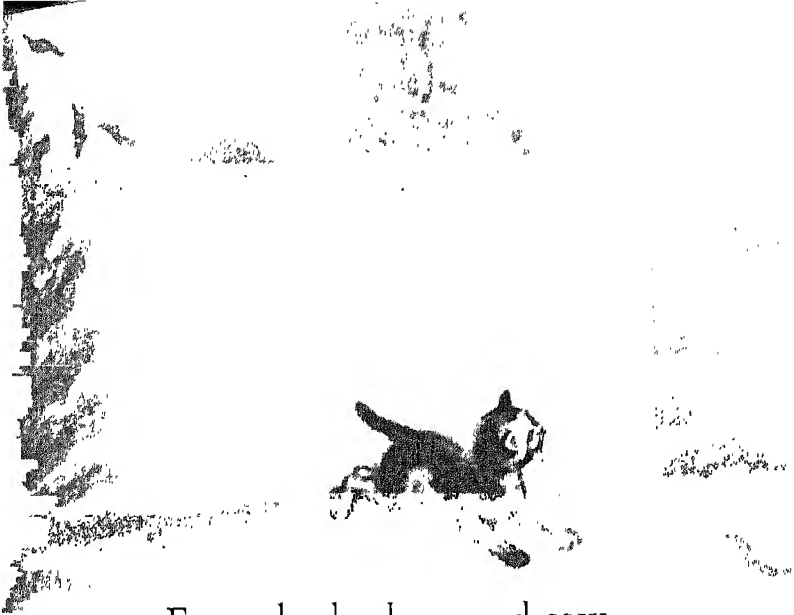
“Do not run away.

Come here, Fuzzy.

Baby wants to play with you.”

But Fuzzy did run away.

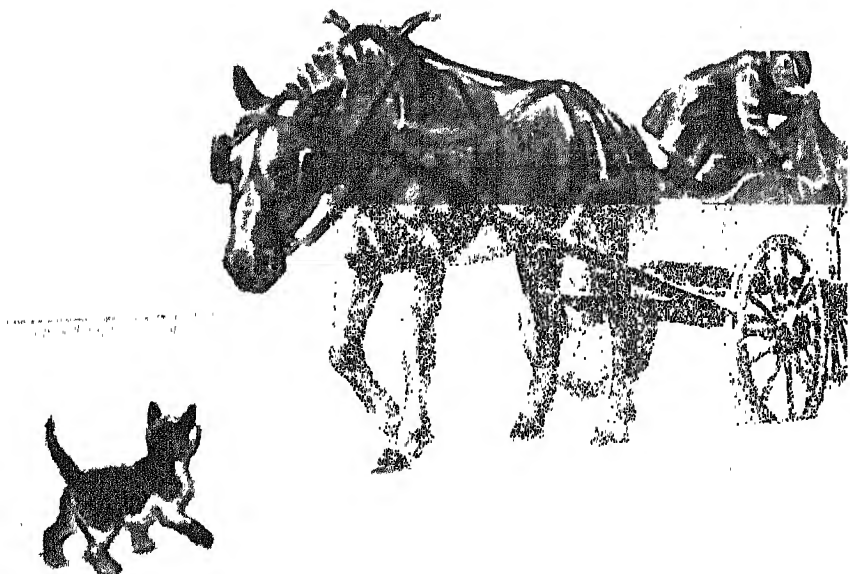
She ran very fast.



Fuzzy looked up and saw
something yellow.
She jumped at it
and away it went.

Fuzzy looked down and saw
something gray.
Was it a mouse?
Fuzzy jumped at it.
But it was not a mouse.





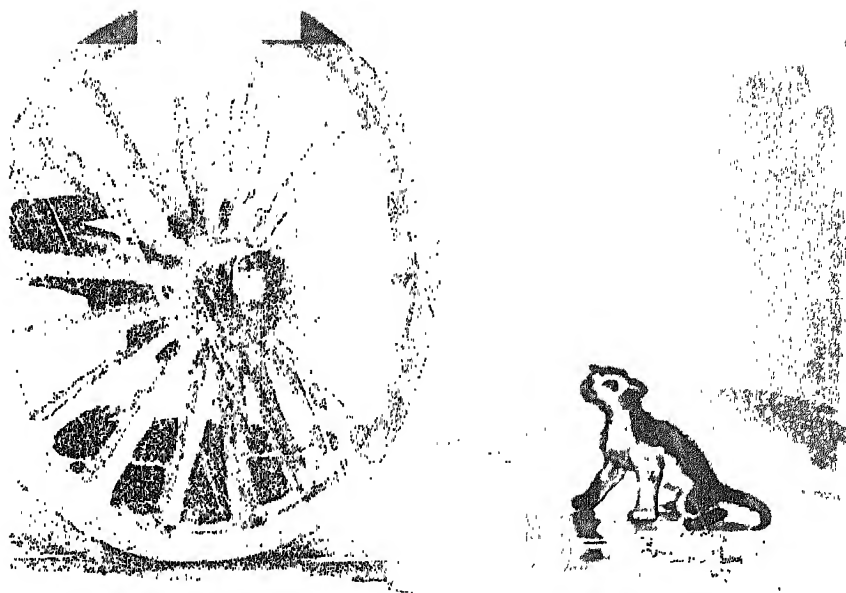
Fuzzy ran on and on.
She saw a big wagon.
The man in the wagon said,
“Go home, little cat.
It is going to rain.
You will not like the rain.
Go home, little cat!
Go home!”

Fuzzy did not go home.



Then the rain came.
Down, down it came.
Fuzzy wanted to go home now.
She did not like the rain.
“Mew! Mew! Mew!” she cried.

Fuzzy ran under a tree.
Down, down came the rain.
“Mew! Mew! Mew!” cried Fuzzy.
She ran on again,
on and on in the rain.



Fuzzy saw the big wagon
and ran under it.

The man did not see Fuzzy.
He went away in the wagon.
And Fuzzy was out in the rain again!

Fuzzy did not run now.
She walked.
On and on she walked.
She wanted to find her home.

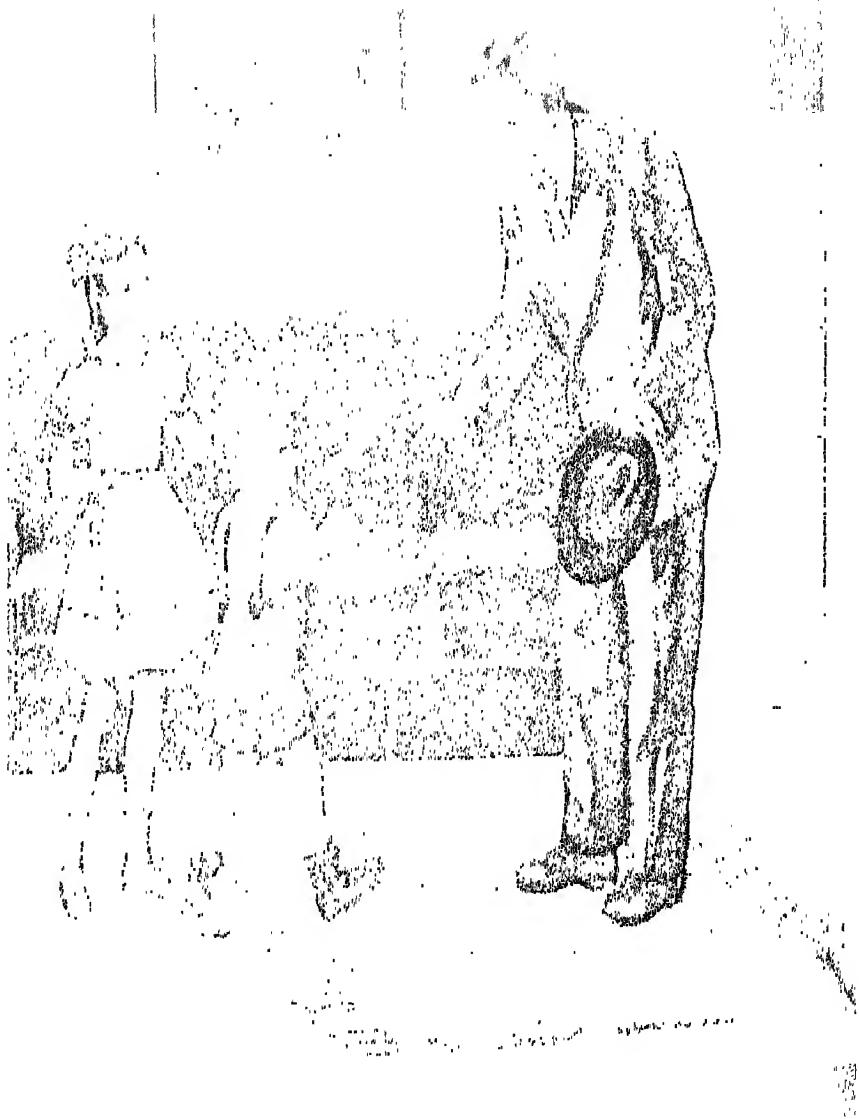
Fuzzy saw a big man.
She looked up at the man
and cried, "Mew! Mew! Mew!"
The man was Susan's Daddy!

"Fuzzy! Is this you?" said Daddy.
"Come home with me!"

Daddy put Fuzzy in his pocket
and took her home.
And she did not run away again.









Grandfather Comes

One morning Bill and Susan
ran out to play.
Janet and Teddy came out, too.
A man came with them.

Teddy ran to Bill and Susan.
“My grandfather is here,” he said.
“He came this morning.
He came on the train.
He is going to live with us.”



Janet laughed and said,
“Grandfather, this is Susan
and this is Bill.”

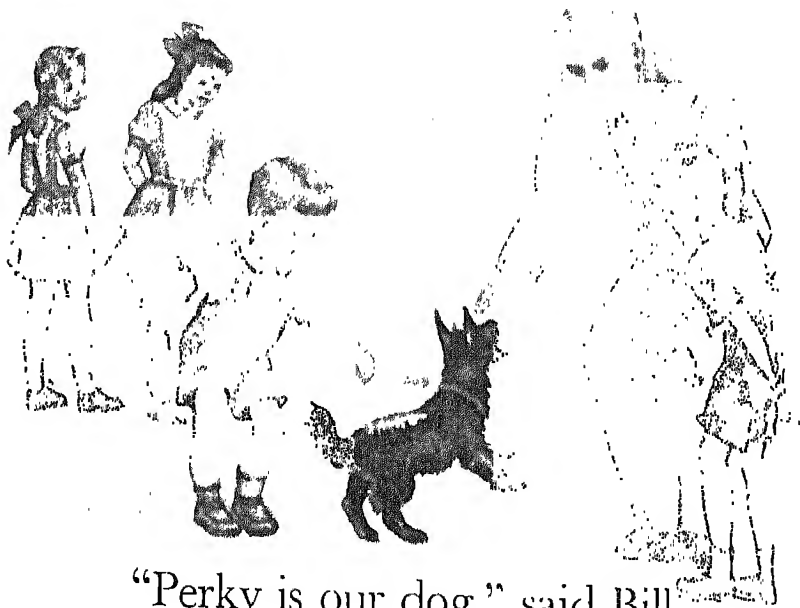
“Good morning, Susan and Bill,”
said Grandfather.

“Do you live in the white house?”

“Yes, we do,” said Susan.

“We live with Daddy and Mother
and Alice.

Alice is our baby.”



"Perky is our dog," said Bill.

"Come, Perky! Come and say hello to Janet's grandfather."

"Bow-wow," said Perky.

"He is my grandfather, too," said Teddy.

"Say hello to my grandfather."

"Bow-wow," said Perky again.

They all laughed at Perky.



Grandfather looked at Bill and Susan.

“Let me see,” he said.

“I am going to live here
with Janet and Teddy.

We are going to have fun together.

Janet and Teddy call me Grandfather.

Will you call me Grandfather, too?”

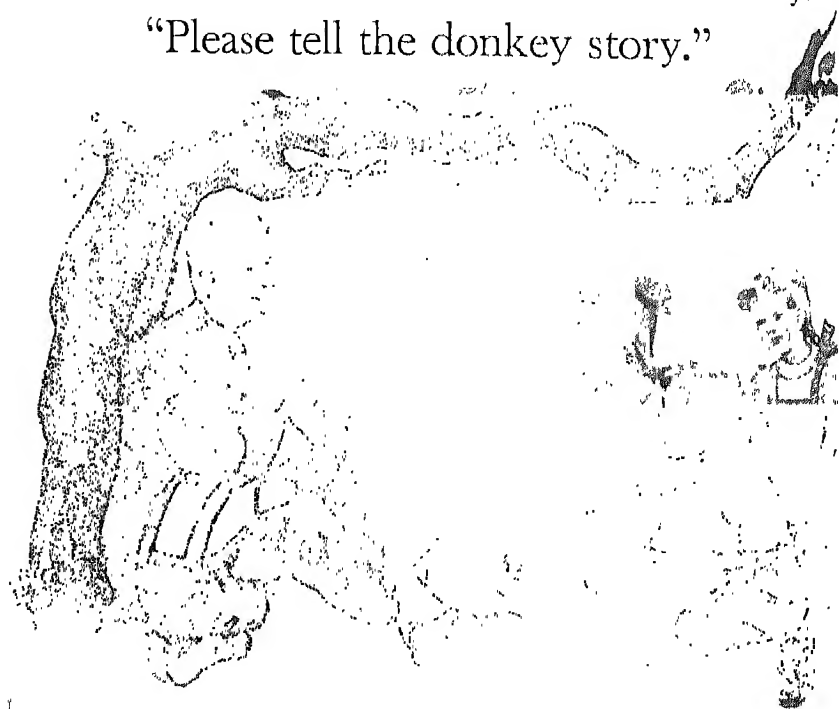
“Oh, yes!” said Bill and Susan.

“We can have fun now,” said Janet.
“Grandfather can tell us a story.”

The children all wanted a story.
They sat down together under a tree.
Grandfather sat down with them.

“What story do you want?”
he asked.

“The donkey story!” cried Teddy.
“Please tell the donkey story.”





The Little Gray Donkey

The little gray donkey ran away.

“I want some fun,” he said.

He ran and jumped, and jumped
and ran.

Oh, what a good time he had!

And then – the little gray donkey
jumped into some mud.

The mud was deep and black.



The little gray donkey was stuck
in the mud.

He was stuck in the deep, black mud.

“Help! Help!” he cried.

“I am stuck in the mud,
the deep, black mud.

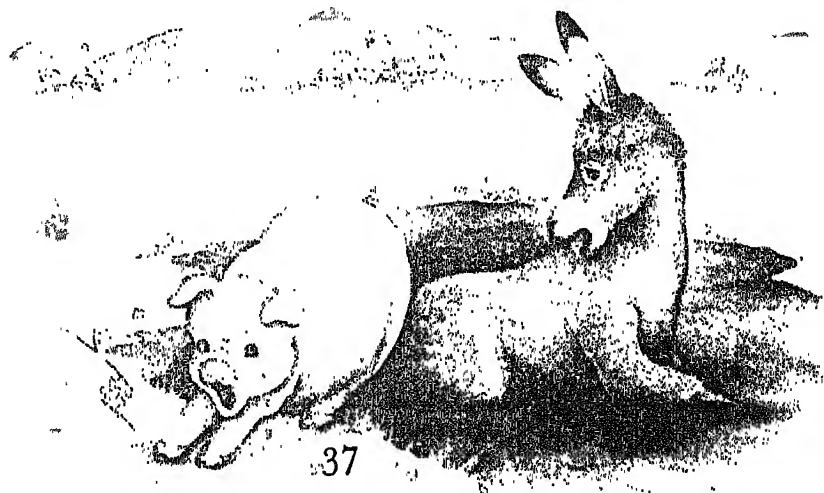
I wanted some fun.

But this is no fun.

Please help me out.”

“I will help you,”
said the old white pig.
“I will get you out of the mud.
One! Two! Three! Here we go!”

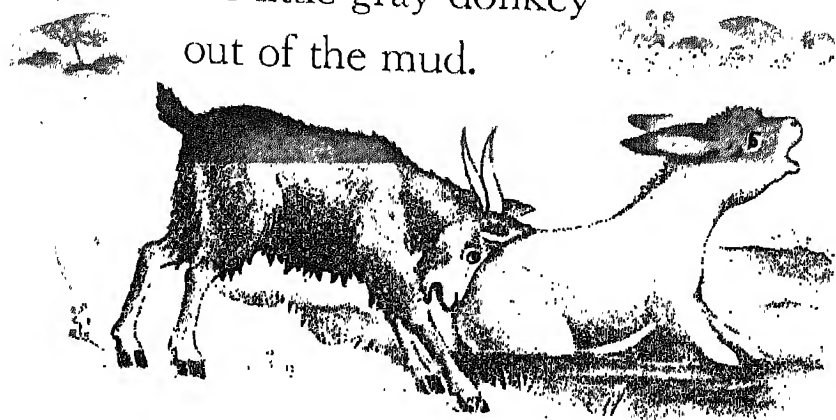
The pig pushed and pushed.
He pushed and he pushed.
But he did not get
the little gray donkey
out of the mud.



“Oh, what shall I do?”
cried the little gray donkey.
“I am stuck in the mud,
the deep, black mud.
Please, please help me out.”

“I will help you,”
said the big black goat.
“I will get you out of the mud.”

The goat pushed and pushed.
He pushed and he pushed.
But he did not get
the little gray donkey
out of the mud.





“Oh, what shall I do?”
cried the little gray donkey.
“I am stuck in the mud,
the deep, black mud.
Please, please, please help me out.”

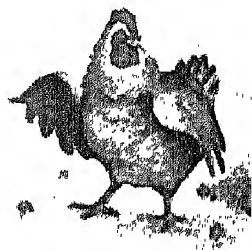
“I will help you,”
said the little brown hen.
“I will get you out of the mud.”

The hen pushed and pushed.
She pushed and she pushed.
But she did not get
the little gray donkey
out of the mud.

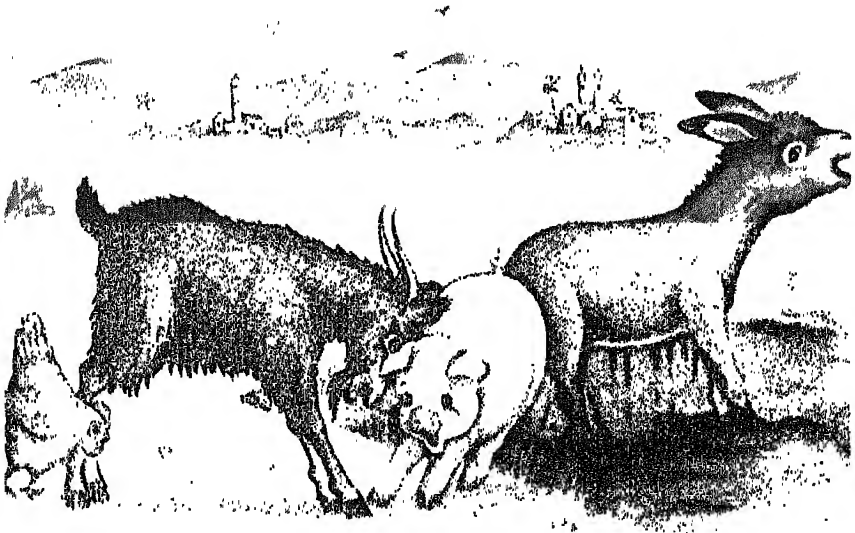
The little gray donkey
cried again, "What shall I do?
What shall I do?
I am stuck in the mud,
the deep, black mud.

"Old White Pig can not help me.
Big Black Goat can not help me.
Little Brown Hen can not help me.
No one can get me out of the mud.
What shall I do?"

"Oh!" said the little brown hen.
"I see what we must do.
We must all get together
and help Little Gray Donkey.
Then we shall get him
out of the mud."



The old white pig
pushed the little gray donkey.
The big black goat
pushed the old white pig.
The little brown hen
pushed the big black goat.
They all pushed together.
They pushed the little gray donkey
out of the deep, black mud!





Old Toys and New Toys

“Look, Grandfather,” said Teddy.

“Look at my wagon.

It is broken.”

“My! My!” said Grandfather.

“You can not ride in a broken wagon.

I will help you mend it.

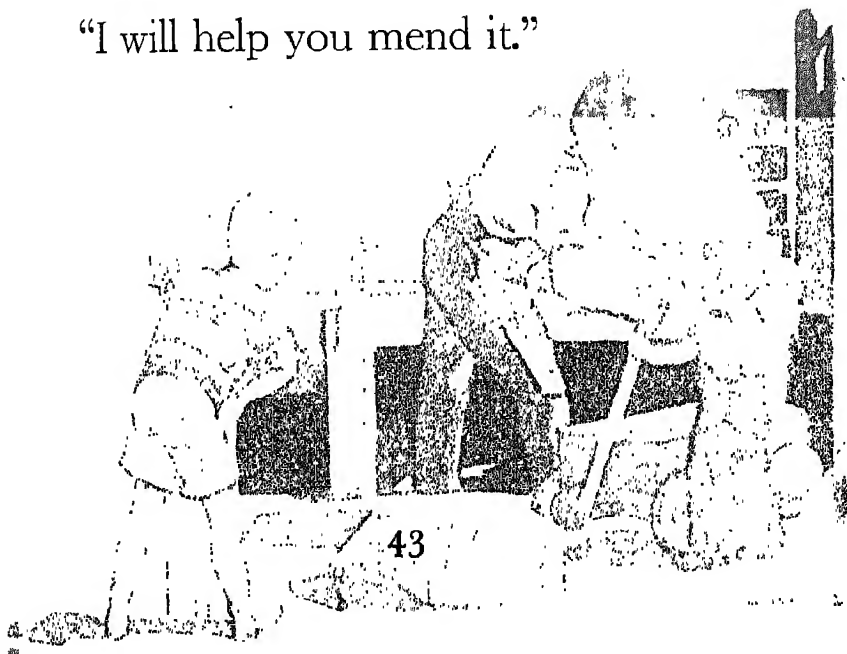
Come with me.”

Teddy went with Grandfather.
Grandfather helped him mend
his wagon.

“Now I can ride,” said Teddy.
“I can ride in my good wagon.”

Bill saw Grandfather help Teddy.
Bill wanted to mend something, too.
He said, “My blue boat is broken.”

“Go and get it,” said Grandfather.
“I will help you mend it.”



Grandfather helped Bill mend
his blue boat.

Bill looked at it and said,
“It looks like a new boat!
Thank you, Grandfather!
Will you help us mend
all our broken toys?”

“Yes,” said Grandfather.
“We can make some new toys, too.”

“Oh, good!” said Bill.
“Let us call this our toy shop.
We can make new toys in our shop.
We can mend old toys.”





“Toy shop! Toy shop!” called Bill.
“Come and see our toy shop!
Old toys and new toys!
Broken toys put together again!”

Susan and Alice came to the shop.
Susan had one of her old dolls.

“Her hair has come off,” she said.
“Can you put it on again?”
“Oh, yes!” said Bill.

Bill stuck the hair on the doll.
Susan put the doll in a chair.
Then she and Bill went to see
what Grandfather had made.

"Oh, Alice!" they called.
"Grandfather has made a drum.
Come and look at it."

But Alice was looking at the doll.
She wanted to play with it.
She did play with it,
and off came the hair!





Bill looked up and saw Alice.

"No, no, Alice!" he cried. "No, no!"

Grandfather said, "Come, Alice.
Come here and play with the drum."

Alice ran to Grandfather.
She took the drum.

Bang! Bang! Bang! she went.

"Alice likes our new toy," said Bill.
"And she may play with it.
But she must not play
with the toys we mend."



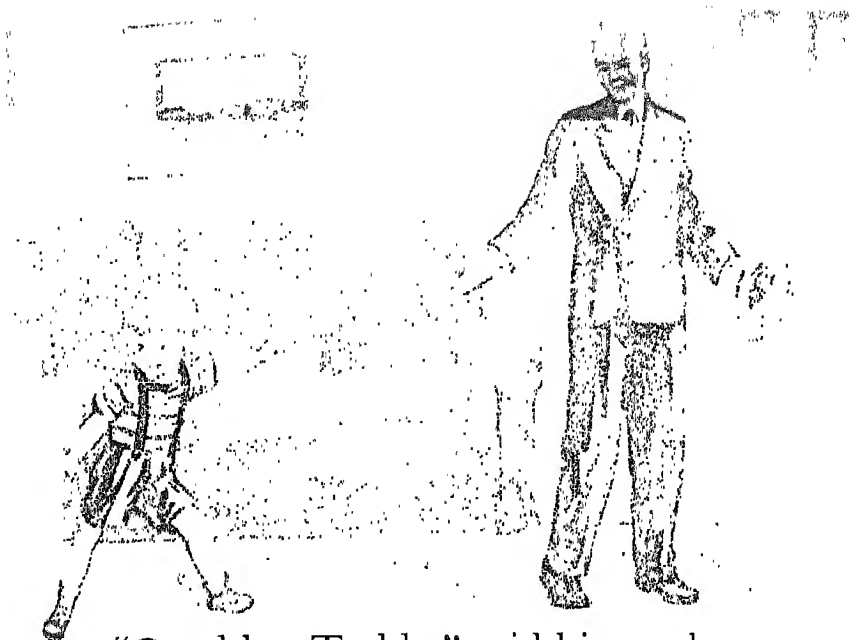
The Lost Grandfather

One morning Teddy's mother said
"Teddy must have his hair cut.
He must go to the barber."

Grandfather said, "I must go
to the barber, too.

Shall we go together, Teddy?"

Teddy liked to have his hair cut.
He said, "Yes, I am ready."



“Good-by, Teddy,” said his mother.

“Take good care of Grandfather.”

“Yes, I will,” said Teddy.

“I will take good care of him.”

“Teddy is a big boy now,”
said Grandfather.

“He will not let me get lost.”

Teddy said good-by to his mother,
and off they went.

Teddy and Grandfather walked
to the barber shop.

They walked by the houses.

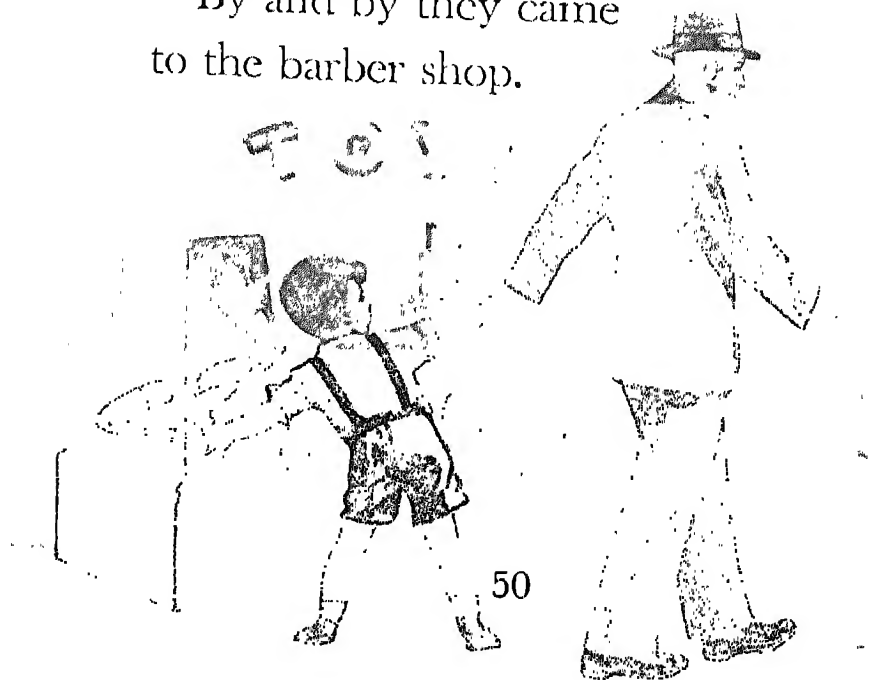
They walked by the stores.

Teddy wanted to look
in the store windows.

Grandfather said, "No, Teddy.

We must not stop now."

By and by they came
to the barber shop.





“Hello, Teddy,” said the barber.
“Going to have your hair cut?”
“Oh, yes!” said Teddy.

The barber cut Teddy’s hair.
Then Teddy said, “Now may I go
and look in the windows?”

“Yes,” said Grandfather.
“But do not get lost.
The barber will cut my hair,
and then we will go home.”

Teddy looked in the window
of the shoe store.

He looked in the window
of the book store.

He went into the toy store
and looked at the toys.

Then he went back to the barber shop.

“Where is Grandfather?” he asked.

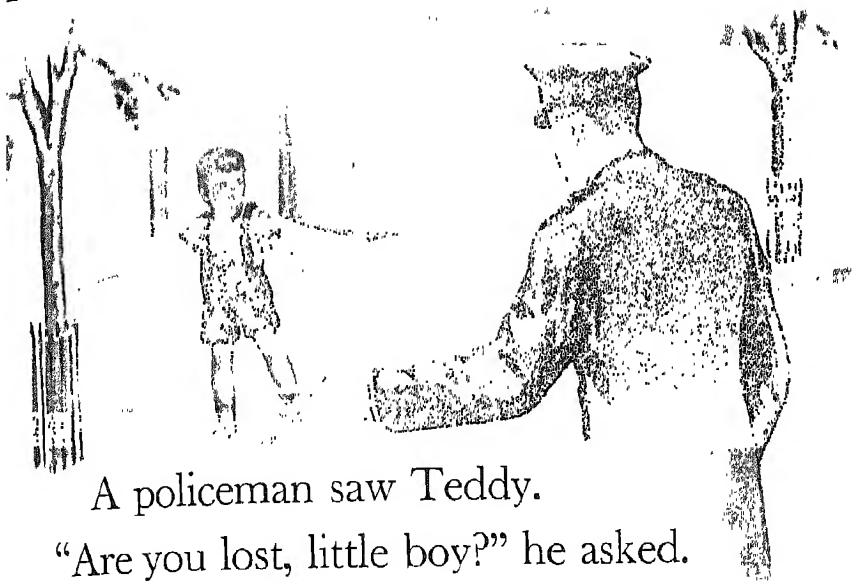
The barber said, “He went to look
for you.”

“Oh,” said Teddy.

“I must go back and find him.”

Teddy looked in the shoe store.
Grandfather was not there.

Teddy looked in the book store.
Grandfather was not there.



A policeman saw Teddy.

"Are you lost, little boy?" he asked.

"Oh, no," said Teddy.

"My grandfather is lost."

The policeman laughed.

"Let us look in the toy store," he said.

They went into the toy store.

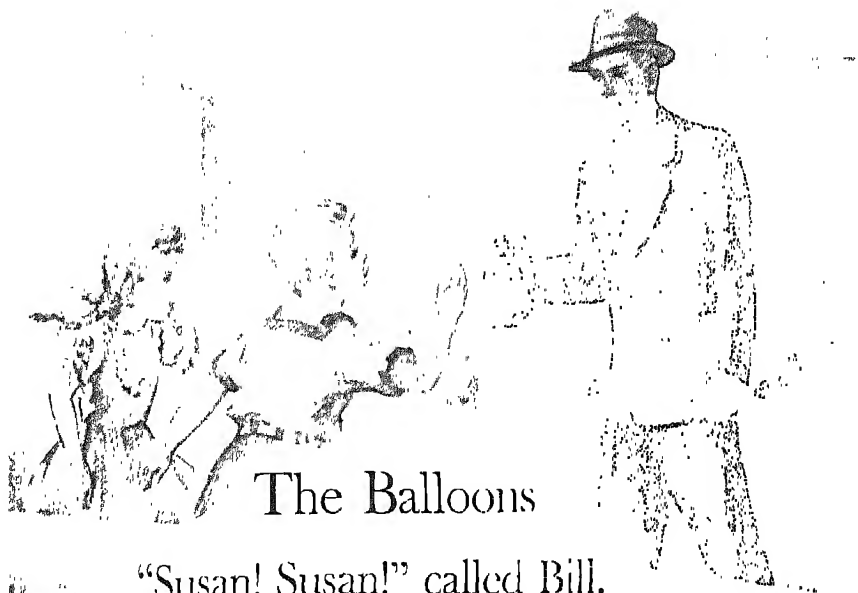
There was Grandfather.

"You did get lost," said Teddy.

"But I took good care of you.

I found you, Grandfather."





The Balloons

"Susan! Susan!" called Bill.

"Here comes Daddy!

He has something for us."

The children ran to see Daddy.

He had something in a little bag.

"Here are some balloons for you,"
he said.

"Balloons!" said Susan.

"Balloons are big.

The bag is too little for balloons."



Daddy took something yellow
out of the bag.

He blew and blew.

And there was a balloon-
a big yellow balloon!

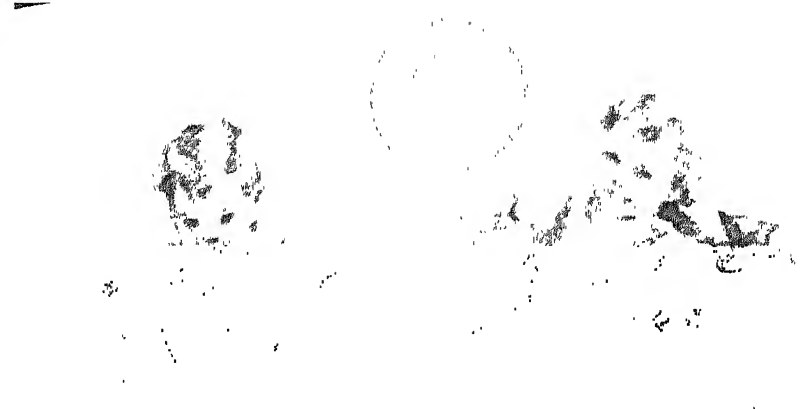
“Oh, Daddy!” cried the children.

Then Daddy looked in his pocket
and found some string.

He put the string on the balloon.

“There! Look at my balloon!” he said.

“Now see what you can do.”



Bill took a red balloon.
Susan took a pink balloon.
The children blew and blew.
“Look at my balloon,” said Susan.
“It is as big as the yellow one.”

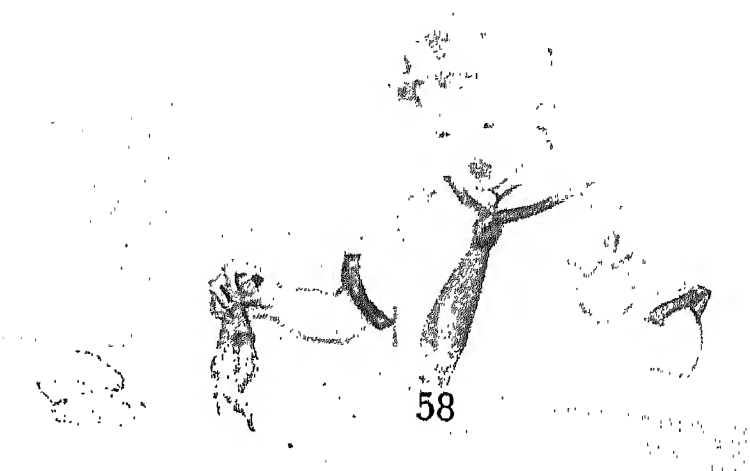
“I am going to make my balloon
very, very big,” said Bill.
“I am going to make it as big
as a house.”

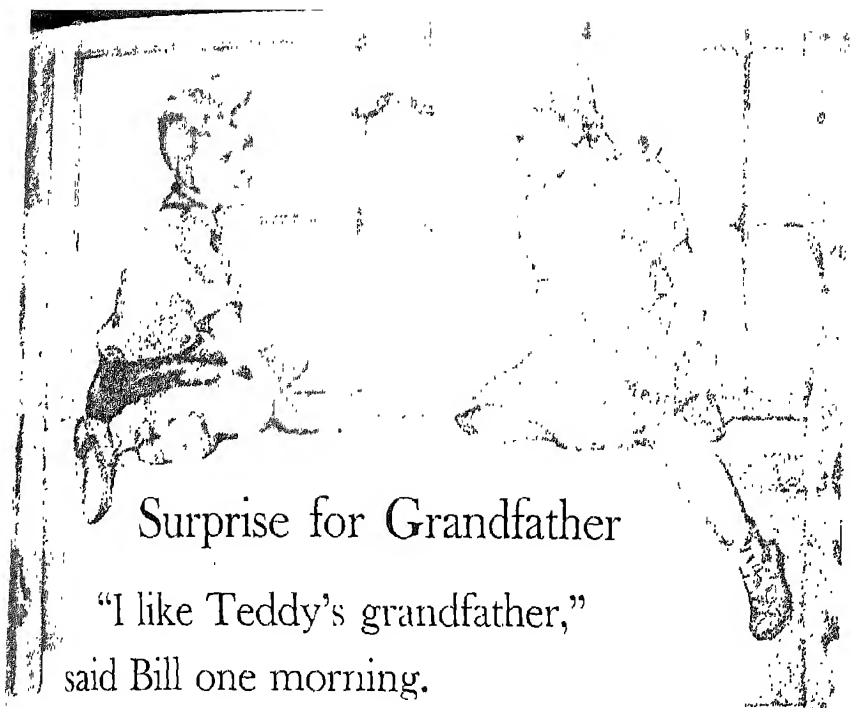
“Take care,” said Daddy.
“Do not make it too big.”

Susan looked at Bill's balloon.
"Oh, my! It is big!" she said.
"Take care," said Daddy again.
But Bill blew and blew and BLEW.

Then there was a BANG.
And Bill had no balloon at all.
All he had was a string.

Daddy laughed and said,
"You had a very, very big balloon.
You had a big bang, too."





Surprise for Grandfather

"I like Teddy's grandfather,"
said Bill one morning.

"I do, too," said Susan.

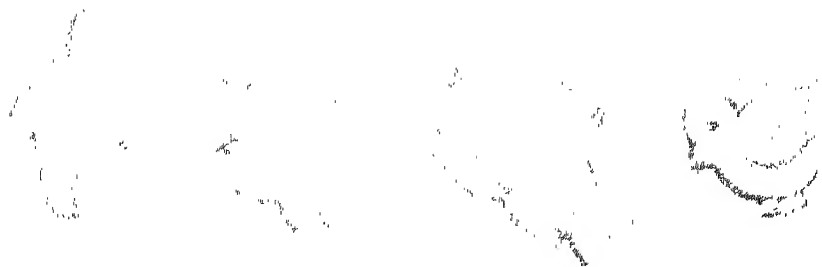
"He is very good to us.

He plays games with us.

He mends our toys.

What can we do for him?"

Bill said, "We can make something.
We can make something
and surprise him."



“Grandfather likes cookies,”
said Susan.

“Let us make him some cookies.”

Mother helped the children
make the cookies.

Susan and Bill cut them out.

Some of the cookies looked
like boys and girls.

Some looked like rabbits and ducks.

Susan made one like a funny pig.

Bill made one like a little boat.





By and by Mother said,
"The cookies are brown now.
They are ready to eat."

"They look good, too," said Bill.

Mother helped the children
take out the cookies.

But Bill's little boat stuck fast.

"Oh, it is broken!" said Bill.

"I can not take it to Grandfather."

"Oh, yes. Take it," said Mother.

"Grandfather will like it."



“Hello, Grandfather!” said Susan.
“We have a surprise for you.”

“We made the surprise,” said Bill.
“It is something you like to eat.”

Grandfather said, “I like popcorn.
Did you make popcorn?”

“No!” cried the children.

“Cake!” said Grandfather.

“Did you make cake?”

“No!” cried the children again.

Grandfather said, “You will have
to tell me, Bill and Susan.”

“Cookies! Cookies!” they cried.

“Cookies!” said Grandfather.

“Oh, thank you. I do like cookies.
I am very, very hungry, too.”

Grandfather looked at the cookies.
He laughed at Susan's funny pig.

"I made a cookie boat," said Bill.
"It was a good boat, too.
But it is broken now."

"I can not mend broken cookies,"
said Grandfather.

"But I can eat them.

One! Two! Three!

I am going to eat Bill's boat."

And he did.



“Here are Janet and Teddy,”
said Grandfather.

“Come in, children.

Have some of my cookies.

But don’t take Susan’s funny pig.

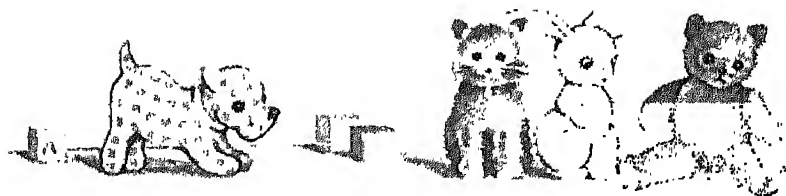
I am going to eat the pig.”

The children had some cookies.
Then Susan asked for a story.

“Let Janet tell one this time,”
said Grandfather.

“Yes, tell the story of Pinky,”
said Susan.

Here is the story.



Pinky

Pinky was a little dog.
Was he a black dog? Oh, no!
He was not black.
He was not white.
He was not brown.
He was pink and white!

You see, Pinky was not
a real dog at all.
He was a little toy dog,
and he was very new.

Mother had made him for Mary.
She had put him on the shelf
with Mary's toys.



“What a funny looking dog,”
said the toy rabbit.

“He is pink,” said the toy cat.

“He is not like a real dog.

I am gray like a real cat.

You are white like a real rabbit.”

“And I am brown,” said the bear.

“I am brown like a real bear.

But this pink and white dog

is not like a real dog at all.”

Pinky went away to hide.

He cried and cried.

He wanted to look like a real dog.

Mary was going to a party.
Mother had made her a new dress
and Mary had put it on.

"I am all ready," she said.

"I will get one of my toys
and take it to the party."

The toys heard what Mary said.
They all wanted to go to the party.

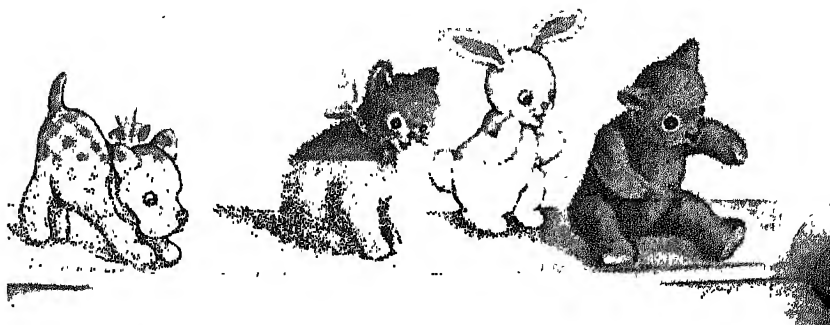
"She will take me," said the cat.

"Oh, no," said the rabbit.

"Mary will take me."

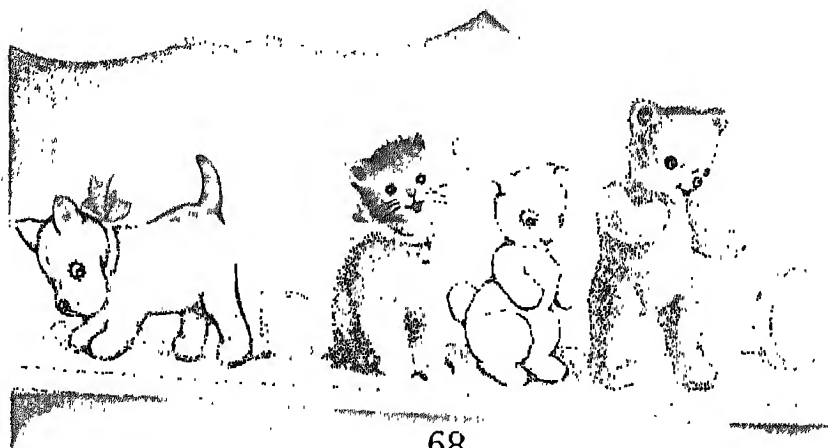
"She will not," said the bear.

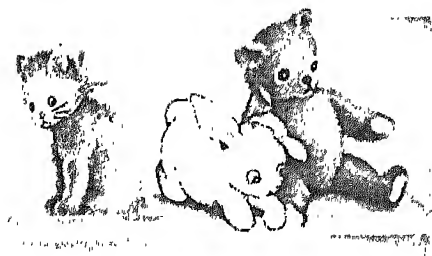
"She will take me to the party."



Pinky heard what the toys said.
He wanted to go with Mary.
“But she will not take me,” said Pinky.

Mary came to look at her toys.
She looked at the gray cat,
but she did not take him.
She looked at the white rabbit,
but she did not take him.
She looked at the brown bear,
but she did not take him.

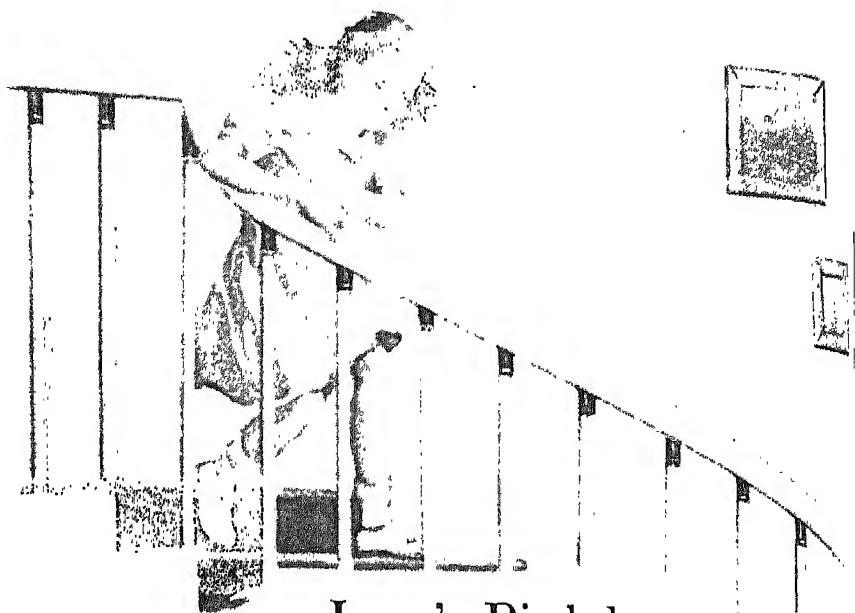




Then Mary saw Pinky.
“This is the one I want,”
she cried.
“This little pink and white dog!
He is just like my dress!”



Pinky looked at Mary's dress.
It was pink and white, too!
It was just like him.
Pinky was happy.
He did not want to look
like a real dog now.
He was going to the party with Mary.



Janet's Birthday

"Happy birthday!" called Teddy.
"Happy birthday, Janet!
Daddy and Mother are up.
Grandfather is up, too.
We are all ready for you.
Come down, Janet! Come down!"
"Yes, Teddy," said Janet.
"I will come as fast as I can."

"We have birthday surprises
for you," said Teddy.

"We have something blue
and something yellow.

We have something little, too.
And one of them lives in a cage."

"Don't tell me!" cried Janet.

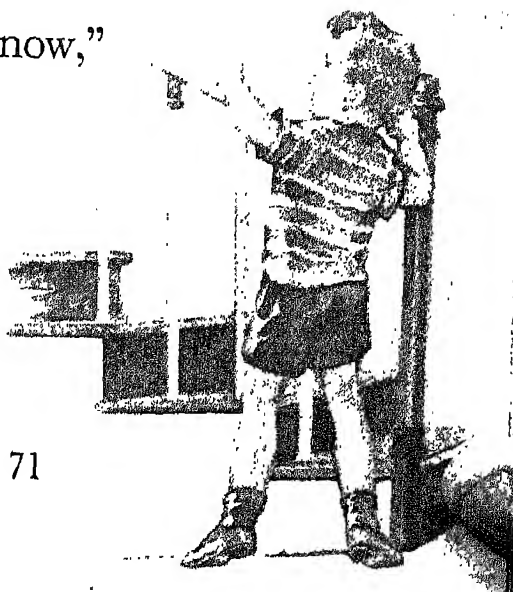
"Don't tell me what they are!"

"Oh, no," said Teddy.

"But do come and see them."

"I am ready now,"
called Janet.

"Here I come!"





“Happy birthday!”

said Janet’s mother.

She gave Janet a blue dress.

“Happy birthday!” said Grandfather.

He gave Janet a little ring.

“Oh, thank you for the dress
and the ring,” said Janet.

“Now I have something blue
and something little.

Where is something yellow?”

"Look! Here it is!" cried Teddy.

Janet looked, and there was
a little yellow bird in a cage.

"Happy birthday!" said Daddy.

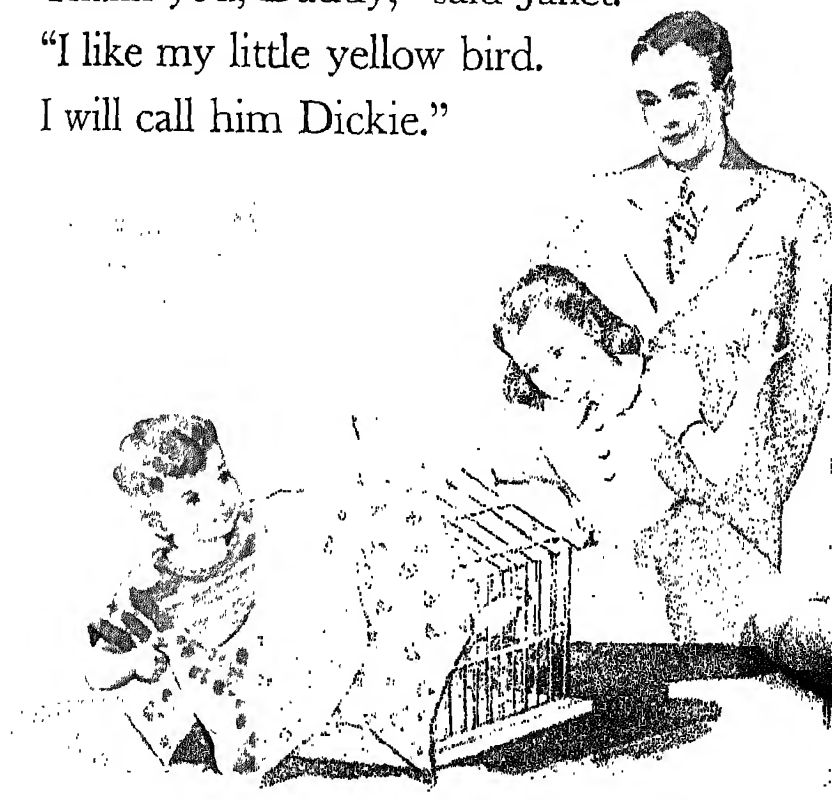
"Teddy and I got him for you."

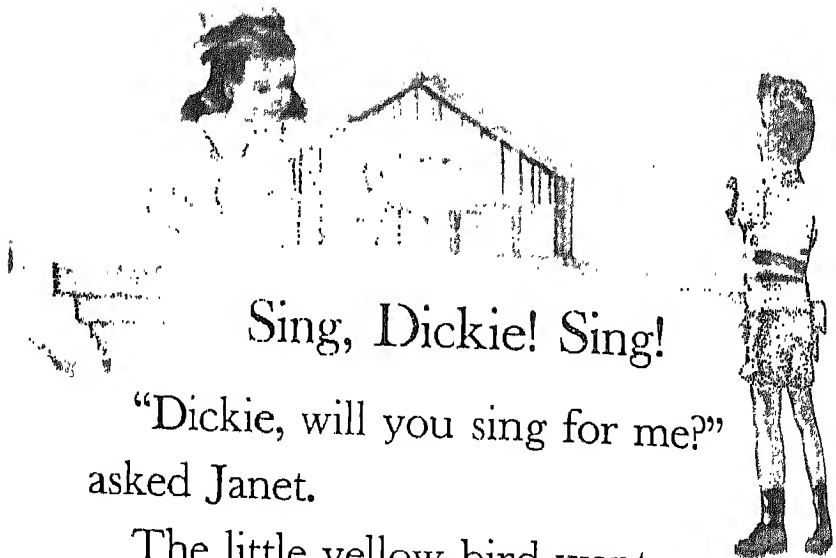
"Oh, thank you, Teddy.

Thank you, Daddy," said Janet.

"I like my little yellow bird.

I will call him Dickie."





Sing, Dickie! Sing!

"Dickie, will you sing for me?"
asked Janet.

The little yellow bird went
hop, hop, hop in his cage.
He did not sing.

"Dickie likes to splash
in the water," said Teddy.
"I will get some water for him."

"Yes, please do," said Janet.
"You may have a good splash, Dickie.
Then will you sing for me?"

Hop, hop, hop went Dickie.

Teddy got the water,
and Janet put it in Dickie's cage.

The little bird came
and looked at the water.

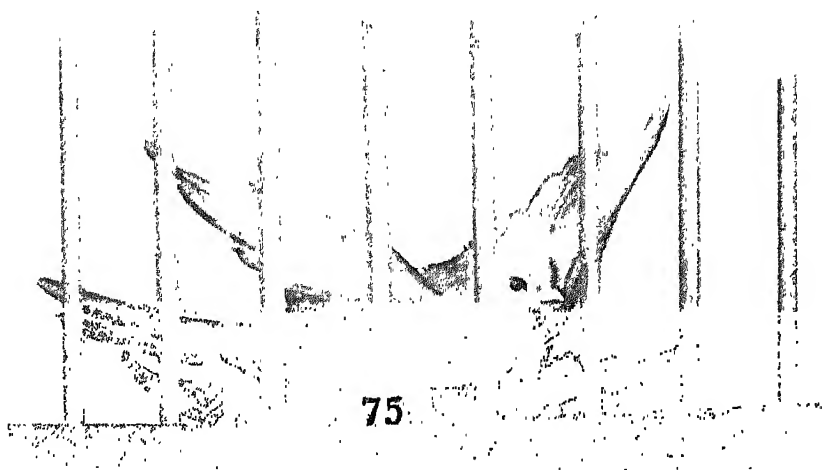
He got into the water.

Splash, splash he went.

Janet said, "You have had
a good splash, Dickie.

Will you sing for me now?"

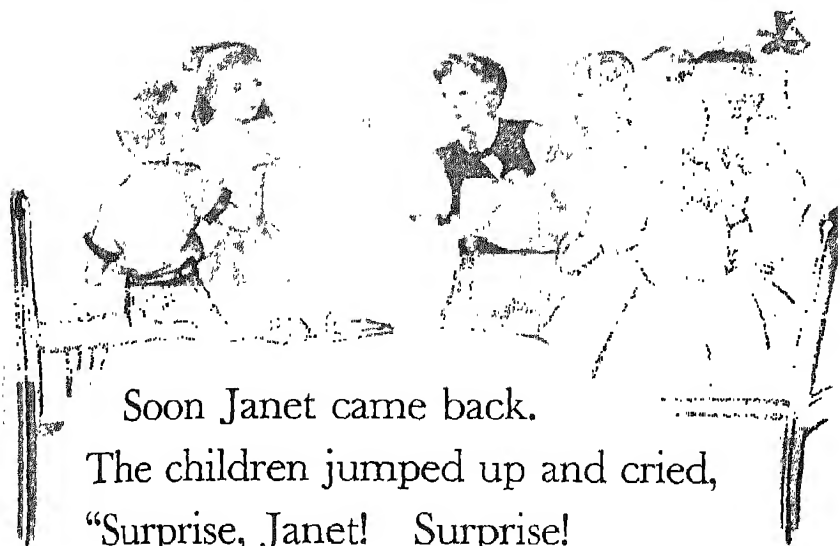
But Dickie did not sing.



Janet went to her mother.
"Dickie will not sing," she said.
"He may sing by and by,"
said her mother.
"Here come Bill and Susan.
They will like to see your new dress.
Run and put it on."
"I will put on my ring, too,"
said Janet, and off she ran.

Susan and Bill came into the house.
Some big boys and girls came, too.
One by one they came in and sat down.





Soon Janet came back.
The children jumped up and cried,
"Surprise, Janet! Surprise!
Happy birthday! Happy birthday!"
"Oh, what a surprise!" said Janet.
"I did not see you come in."

Just then Teddy called, "Janet!
I heard Dickie sing!"

They all ran to see Dickie.
"Sing, Dickie! Sing!" said Janet.
"Sing happy birthday to me."
And Dickie did sing.





A Game in the Park

One morning there was no school,
Bill and Susan went to the park,
and Teddy went with them.
They played together in the park.

By and by Susan said,
“Let us play a new game.
I will play I am a big airplane.
See me go! Z-z-z-z-z! Z-z-z-z-z!”
Away she ran very fast.



“This is a good game,” said Bill.
“I will play I am a train.
See me go! Choo-choo-choo!”
Away he ran as fast as Susan.

“I can play the game, too,”
said Teddy. “I am a rabbit.
See me! See me hop!”

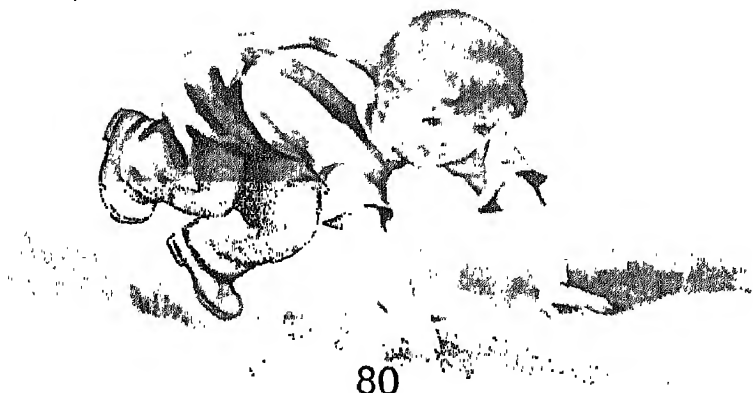
Away went Teddy over the grass,
just like a little brown rabbit.

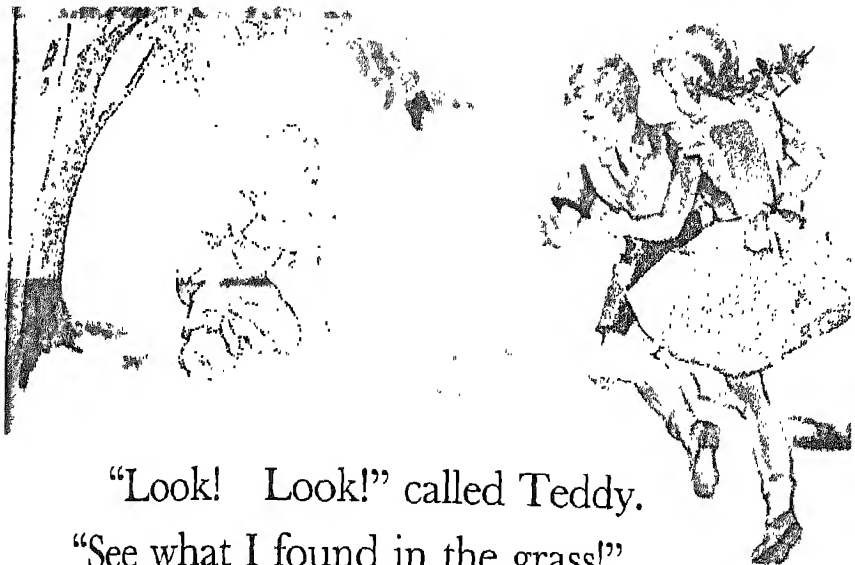
"Play you are a train like me,
and go as fast as you can," said Bill.
"You don't go fast at all, Teddy."

"I don't care," said Teddy.
"I want to hop like a rabbit."

Away went Bill and Susan again.
Z-z-z-z! Choo-choo-choo!
They ran very fast.

Teddy did not look at them.
He was a little brown rabbit
going hop, hop, hop over the grass.





“Look! Look!” called Teddy.
“See what I found in the grass!”

Bill and Susan ran back
to see what it was.

“A penny! A penny!” cried Teddy.

“We ran too fast,” said Susan.

“Yes,” said Teddy. “You did.
Rabbits hop, but they find things.
They find things you don’t see.”

He went on again, hop, hop, hop.
He was a funny little rabbit.







Fun at the Farm

Susan and Bill liked to go
to see Aunt Alice.

They had good times with her.

Aunt Alice played games with them.
She gave them cookies.

She let them play
with her little black cat.



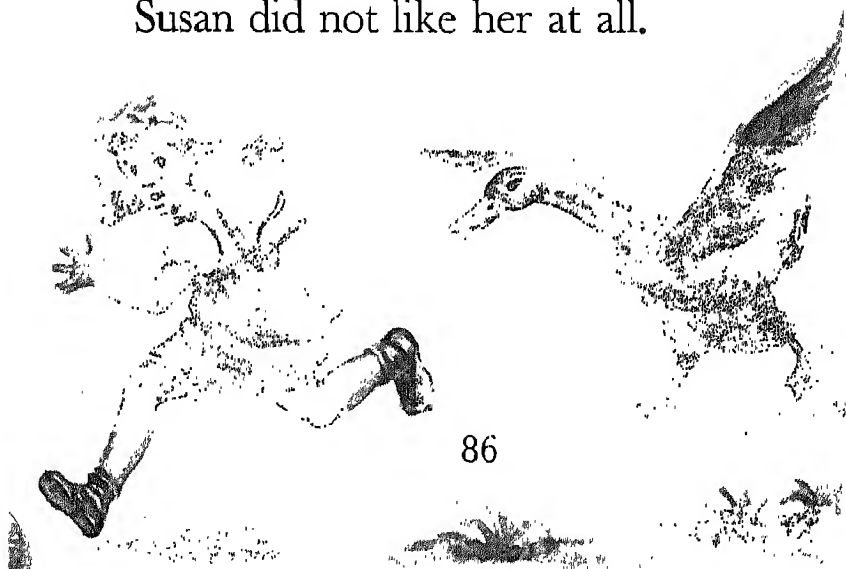
The children liked Uncle Jim, too.
And Uncle Jim liked the children.
He made funny dolls for Susan.
He played ball with Bill.

Uncle Jim was big
and had black hair.
Aunt Alice was little
and had red hair.

Uncle Jim and Aunt Alice
had a little farm.
They had pigs and goats on the farm.
They had hens and ducks.
And they had a big gray goose.

The children liked the pigs
and the goats.
They liked the hens and the ducks.

But Susan did not like
the big gray goose.
Susan did not like her at all.





The Big Gray Goose

One morning Bill and Susan went
to see Aunt Alice and Uncle Jim.
They walked all the way.
They walked by the school.
They walked by the park.
Then they came to Aunt Alice's.

"Hello, children!" said Uncle Jim.
"You are just in time to help me."



Bill and Susan helped Uncle Jim
feed the hens.

They helped him feed the ducks.

Then Aunt Alice said,
“Children, here are some cookies.
You gave the hens and the ducks
something to eat.
Don’t you want something, too?”

“Thank you,” said Bill and Susan.
They took the cookies and sat down.
The cookies were very good.

Soon a mother hen came by
with her chickens.

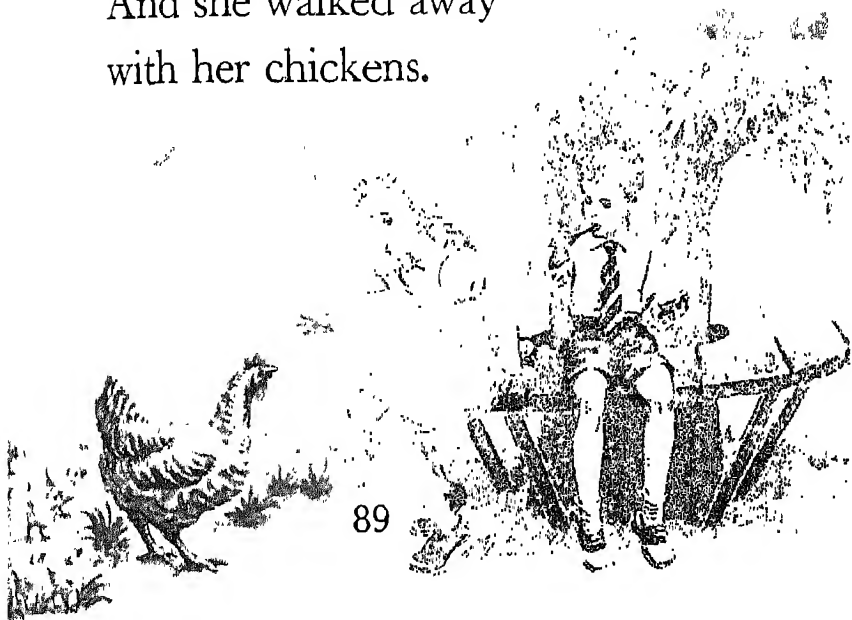
They saw the cookies.

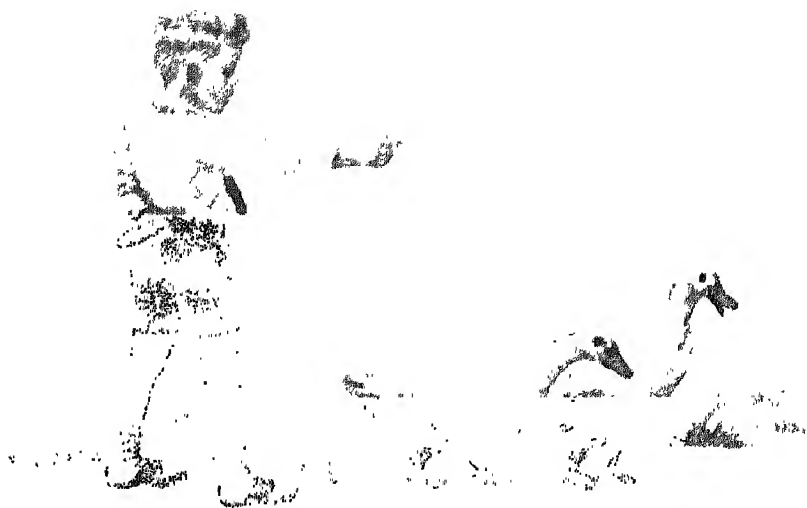
“Cluck, cluck!” said the hen,
and she walked up to Susan.

“No! No!” said Susan.

“You can not have our cookies.
We gave you something to eat.”

“Cluck, cluck!” said the hen.
And she walked away
with her chickens.





Then Judy and Jumbo came by.
They were two white ducks.
Judy and Jumbo saw the cookies.
“Quack, quack!” they said.

“No, Judy and Jumbo,” said Bill.
“You can not have our cookies.
We gave you something to eat.”

“Quack, quack!” said the ducks.
They looked at the cookies again.
Then they went away.

Bill ate all his cookies.
Susan ate all her cookies but one.
She looked at this cookie and said,
“Shall I eat it now?
Shall I put it away
and eat it on the way home?”

Just then the big gray goose
came by and saw the cookie.
She walked up to Susan.

“S-s-s-s!” she said. “S-s-s-s!”

Susan was afraid.

“Go away! Go away!” she cried.



The goose did not go away.
She stuck out her long bill,
and WHERE was Susan's cookie?

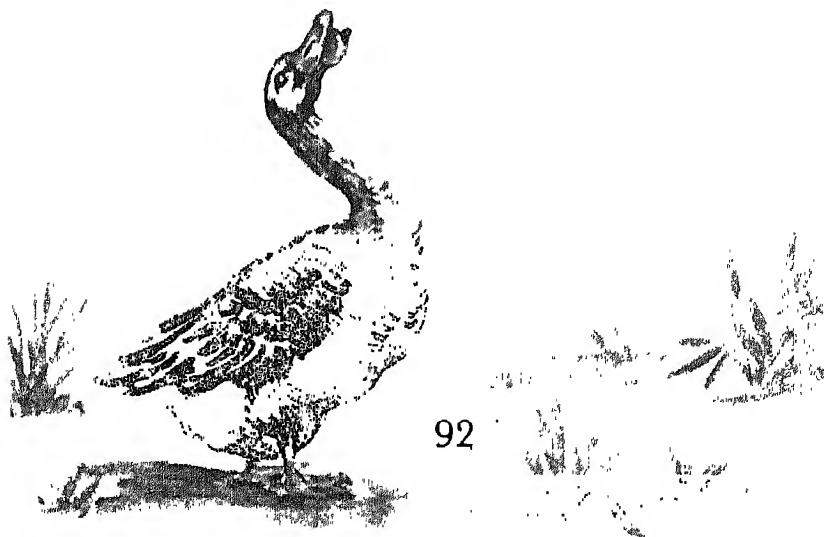
"Oh! Oh! Oh!" cried Susan.

But Bill laughed at the goose.
She looked very funny with the cookie
in her long bill.

Then Susan laughed, too.

"I am not afraid now," she said.

"She is just a funny old goose!"





Off to Aunt Alice's

"Oh, Mother!" called Bill.

"Aunt Alice wants Susan and me
to come out and stay all night.

May we go?

Please, Mother, may we go now?

We want to help Uncle Jim
and Aunt Alice in the garden.

We want to feed the hens and ducks."

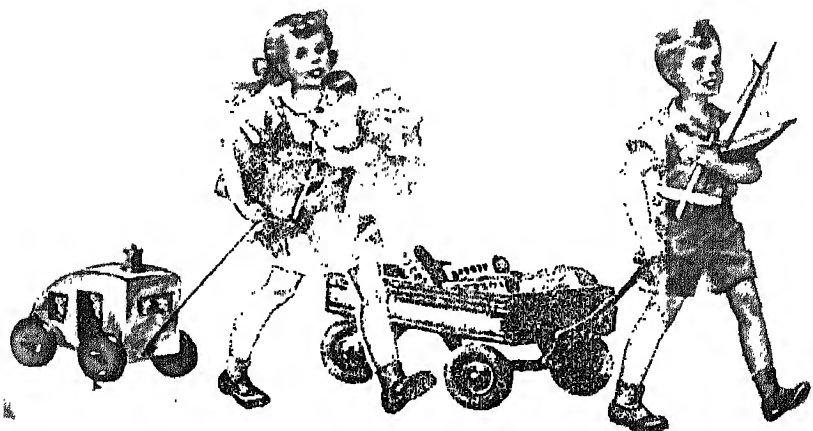
"Yes, you may," said Mother.

"You may get ready now."

Mother gave the children
a little brown bag.
She said, "Find all the things
you want to take with you.
We will put them in this bag."

Susan got her doll and her trailer.
She got her new pink dress
and her pink hair ribbons.
She found her big blue book.

Bill got his wagon and his train.
He got his boat and his airplane.
Then the children went to Mother.



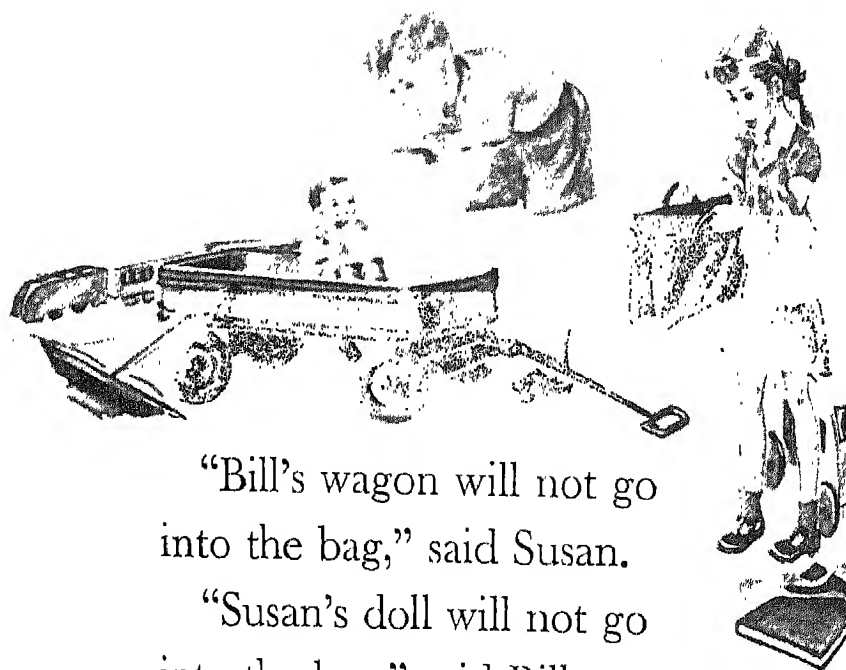
Mother looked at the things.
Then she laughed.

“Do you want to take them all
just for one night?” she asked.
“Can you get them into the bag?”

Bill and Susan looked
at the little brown bag.
Then they laughed, too.

Susan said, “I will not take
the book and the trailer.
I will not take my new dress.
But I do want my doll.”

Bill said, “I will not take
the train and the boat.
I will not take the airplane.
But I do want my wagon.”



"Bill's wagon will not go into the bag," said Susan.

"Susan's doll will not go into the bag," said Bill.

"What shall we do?"

"I see a way," said Mother.

"You may take the wagon, Bill. Susan's doll may ride in the wagon."

"Then I will take the bag," said Susan.

"But what shall I put in it?"

Mother said, "You are going
to stay all night, Susan.
Do you want to sleep
in your dress and your shoes?"

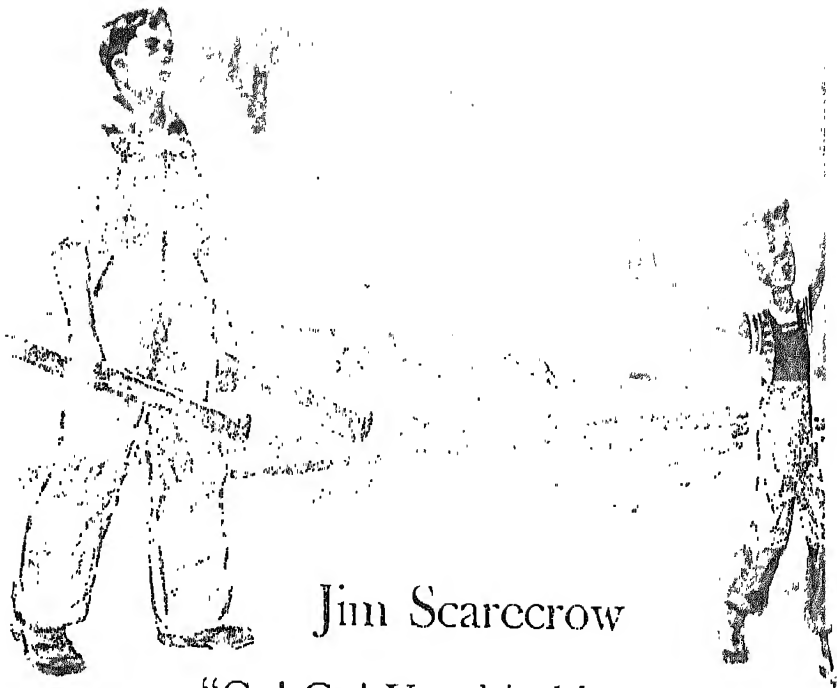
"No!" cried Susan, and off she ran.

"Oh!" cried Bill, and off he ran.

They came back with some things
to put in the bag.

"Now you are ready to go,"
said Mother.





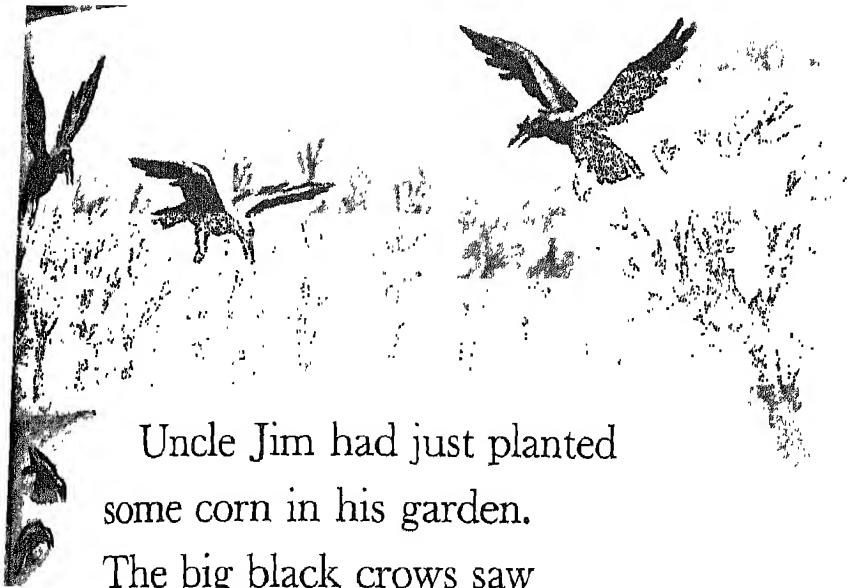
Jim Scarecrow

“Go! Go! You big black crow!”
cried Bill. “Go away!”

The big black crow went away,
but it came back.

“Caw! Caw! Caw!” it called.

Soon Bill saw two crows.
He saw three – four – five crows.
“Caw! Caw! Caw!” they called.



Uncle Jim had just planted
some corn in his garden.
The big black crows saw
where the corn was planted.
They were hungry.
They came down into the garden
and ate the corn.

“We must make a scarecrow,”
said Uncle Jim.

“We must put it in the garden.
Then the crows will stay away.”

“Caw! Caw!” said the crows.

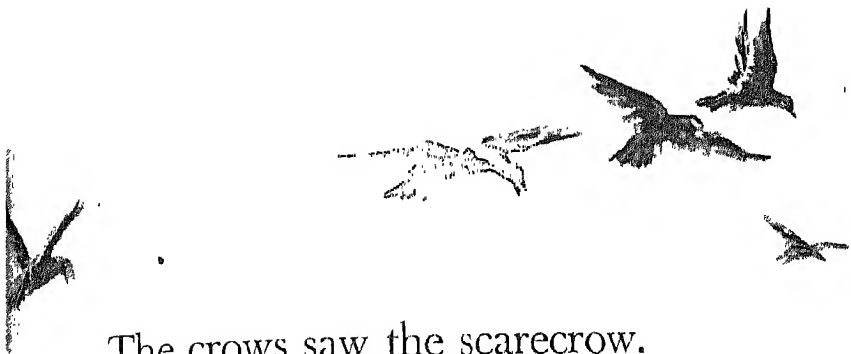
"Run to the house, Bill,"
said Uncle Jim.
"Get one of my old coats.
Get one of my old hats, too.
Aunt Alice will find them for you."

Bill ran to the house.
Aunt Alice gave him the old hat
and the old coat.

Bill took them to Uncle Jim.
Susan went, too.

They made the scarecrow.
And a funny scarecrow it was!





The crows saw the scarecrow.
“Caw! Caw! Caw!” they called,
and away they flew.
They did not stop to eat the corn.
They were afraid of the scarecrow.

“I am not afraid,” said Susan.
“He is just made of sticks.
He has Uncle Jim’s old hat.
He has Uncle Jim’s old coat.”

“He is very funny,” said Bill.
“Let us call him Jim Scarecrow.”

The children laughed and laughed
at Jim Scarecrow.

The children had fun all day.
By and by night came.

"Time for bed," said Aunt Alice.

"Must we go now?" asked Bill.

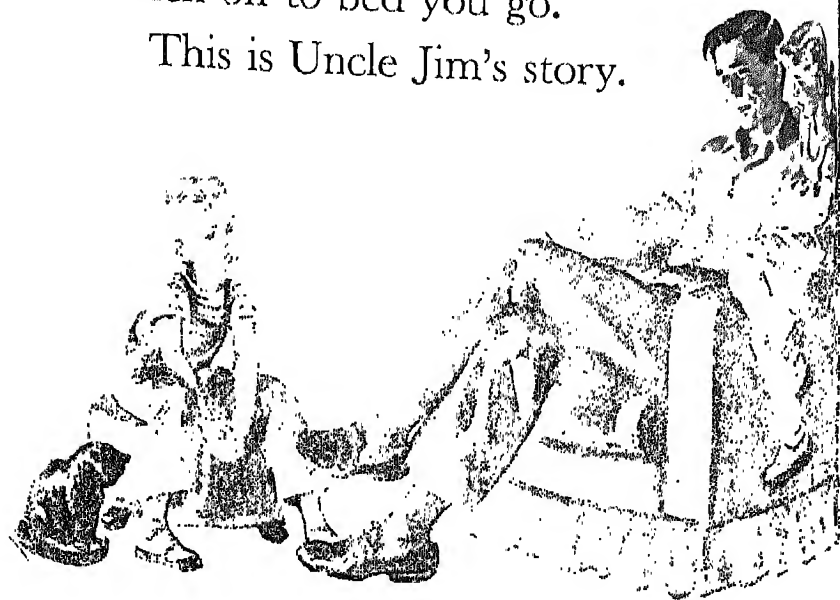
"We want to stay up a long time."

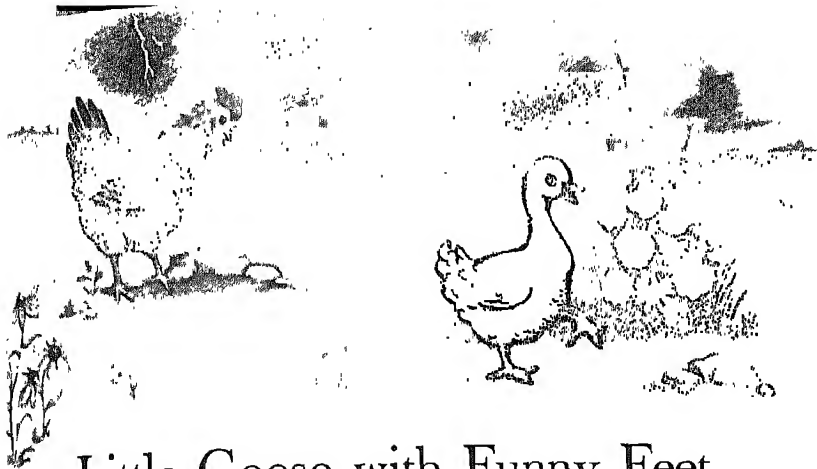
Aunt Alice laughed.

"You want a story, don't you?"
she said.

"Uncle Jim will tell you just one story.
Then off to bed you go."

This is Uncle Jim's story.





Little Goose with Funny Feet

Once there was a little goose.
Her home was on a farm
with some hens and chickens.

One day Little Goose said,
“I am going out to see
what I can see.”

“It is going to rain,”
said the old brown hen.

“I don’t care,” said Little Goose,
and off she went on her funny feet.



Little Goose walked and walked
on her funny feet.

Soon she came to some chickens.

“Ha, ha!” laughed the chickens.

“Here comes Little Goose. Ha, ha!

Little Goose, you are fat.

Little Goose, you are slow.

Little Goose, you have funny feet.”

The chickens laughed again
at Little Goose.

“Ha, ha, ha!” they laughed.



Little Goose looked at her feet.
She said, "Yes, my feet are funny.
I am fat.
I am slow."



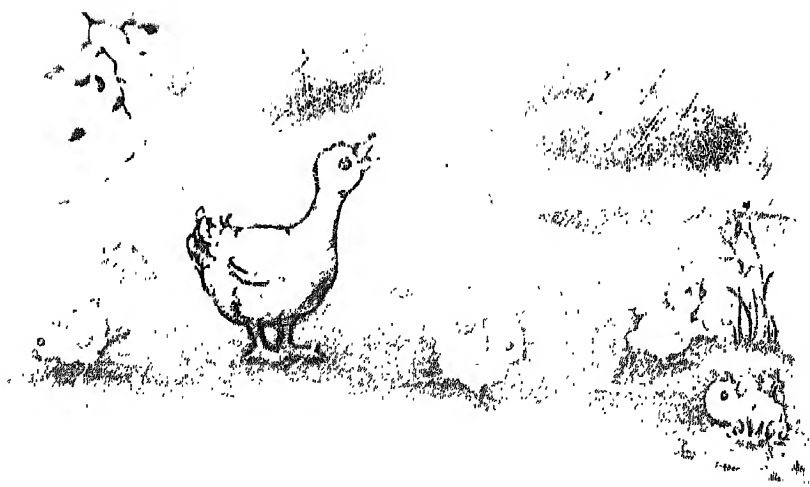
Little Goose was not happy.

"Look at us," said the chickens.
"We are not fat.
We are not slow.
We go step, step, step
with our little, quick feet."



Little Goose looked
at the chickens and said,
"Yes, they have little, quick feet.
I have big, funny feet."

Little Goose was not happy at all.



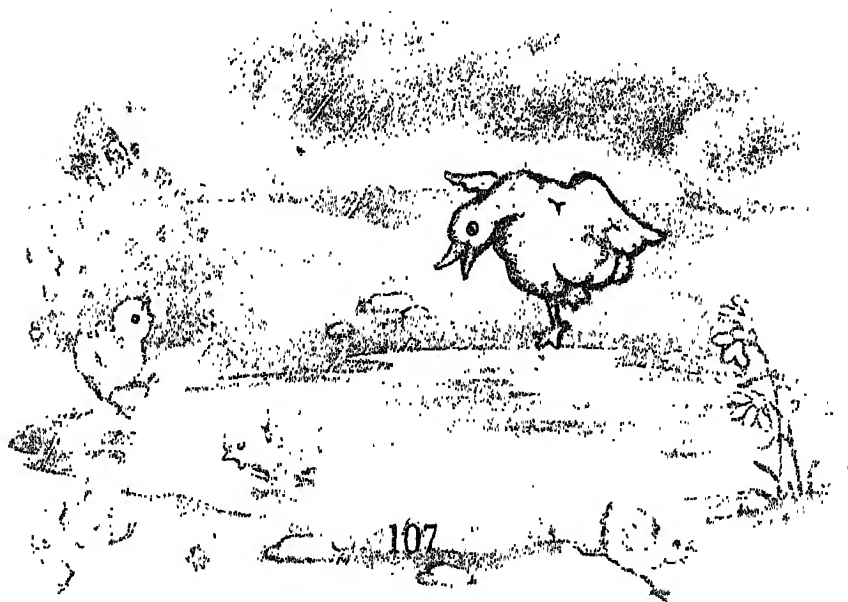
Just then the rain came.
Down, down it came.
It fell on Little Goose.
It fell on the chickens.

The chickens were not happy now.
They did not say, "Ha, ha!"
They did not like the rain.
The chickens ran to get out
of the rain.

They ran and they flew.
They fell down in the water.

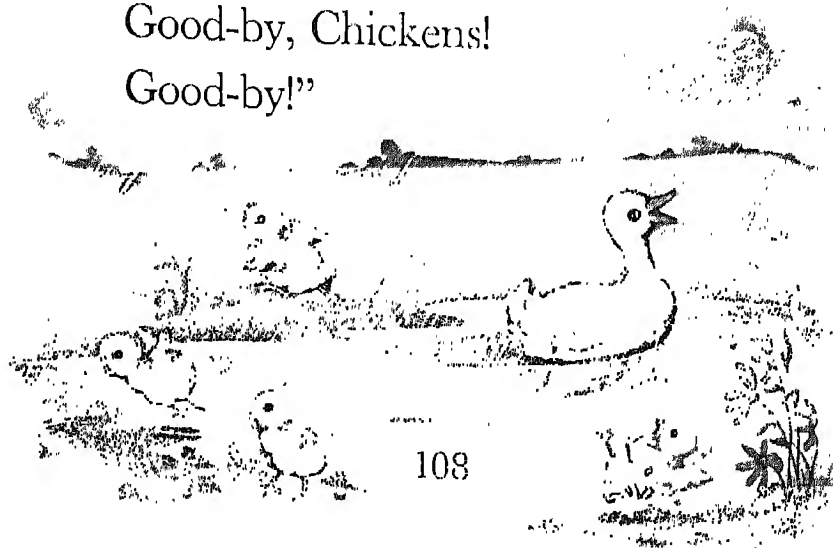
Did Little Goose like the rain?
Oh, yes! She could swim!
Little Goose could swim
with her big, funny feet.

Little Goose was happy again.
“Come, Chickens,” she called.
“Come, swim with me.
It is fun, it is fun to swim!”



But the chickens could not swim.
They did not like the rain.
They ran here and there.
They ran and flew.
They fell down in the water.

Little Goose cried, "Ha! Ha!
It is fun to swim!
I am fat and slow.
I have big, funny feet.
But I can swim! I can swim!
Good-by, Chickens!
Good-by!"





The Big Wind

“Good night, Uncle Jim,” said Bill and Susan.

“Good night,” said Uncle Jim.
“I will see you in the morning.”

Aunt Alice helped the children get ready for bed.

Then she said, “Good night,” too, and Bill and Susan went to sleep.



That night there was a big wind.
It blew and blew and blew
Oo-oo-oo-oo! it went.

It blew over Uncle Jim's garden,
where he had planted the corn.
It blew over Uncle Jim's house,
where the children were in bed.

The children heard the wind go
Oo-oo-oo-oo! Oo-oo-oo-oo!
But they were not afraid.
"It is just a big wind," said Bill.
"It will stop in the morning."
And they went to sleep again.

In the morning the children went
to the garden with Uncle Jim.

There were the big black crows!

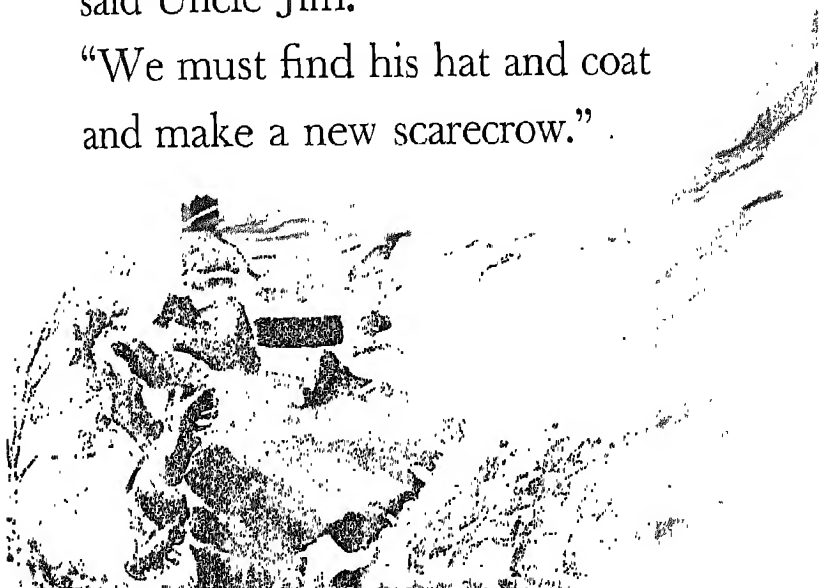
But where was Jim Scarecrow?
All the children could see
were two old sticks.

“Where is he?” asked Bill.

“Where are his hat and coat?”

“The wind blew them all away,”
said Uncle Jim.

“We must find his hat and coat
and make a new scarecrow.”



Bill ran and found the coat.
Susan ran and found the hat.
They helped put Jim Scarecrow
together again.

The big black crows gave one look
at Jim Scarecrow.

“Caw! Caw! Caw!” they called,
and away they flew.

Bill and Susan laughed.
“Go! Go! Big black crows,” they said.
“And don’t come back again.”





The Sprinkling Can

“Here I go! Here I go!” cried Bill.

“Here I go with my sprinkling can!”

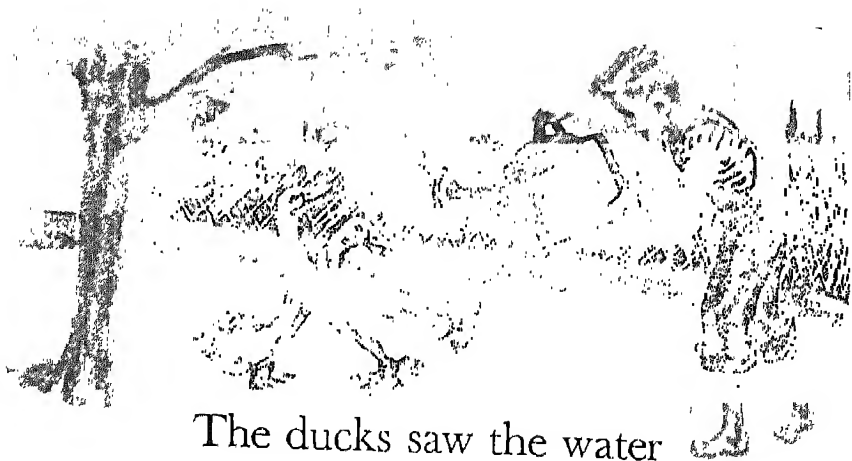
Down came the water
from Bill’s sprinkling can.

It fell on Aunt Alice’s garden.

It fell on Bill’s feet, too.

“See the rain! See the rain!”
cried Bill.

“See the rain come down
from my sprinkling can!”



The ducks saw the water
from Bill's sprinkling can.
Judy and Jumbo liked water.
They wanted some water
on their backs.

The ducks looked up at Bill.
"Quack, quack!" they said.

Down came the water
from Bill's sprinkling can.
It fell on Judy and Jumbo.
It fell on their backs.
"Quack, quack!" said the ducks.

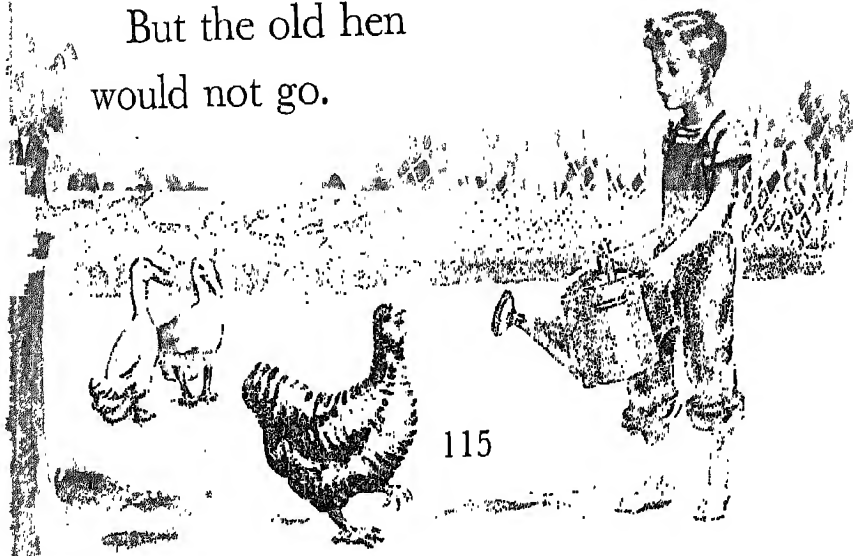
Then the old mother hen
came up to Bill.

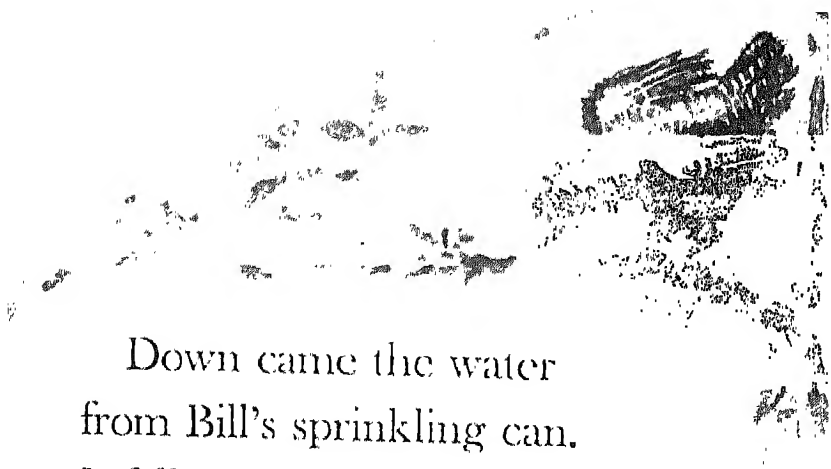
Step, step, step she came
on her quick feet.

The old hen did not like water.
But she wanted to find out
what was going on.

“Look out for the rain!” said Bill.
“You do not like rain.
So go home to your chickens.”

But the old hen
would not go.





Down came the water
from Bill's sprinkling can.
It fell on the grass.
Some of it fell on the old hen.

She did not like the water.
So she flew up into a tree,
and there she sat.

Bill looked at the old hen.
"Come down! Come down!" he said.
"I will put away my sprinkling can.
It will not rain on you."

But the hen would not come down.
She just sat in the tree.

By and by the ducks went away.
Bill took his sprinkling can
and went away, too.

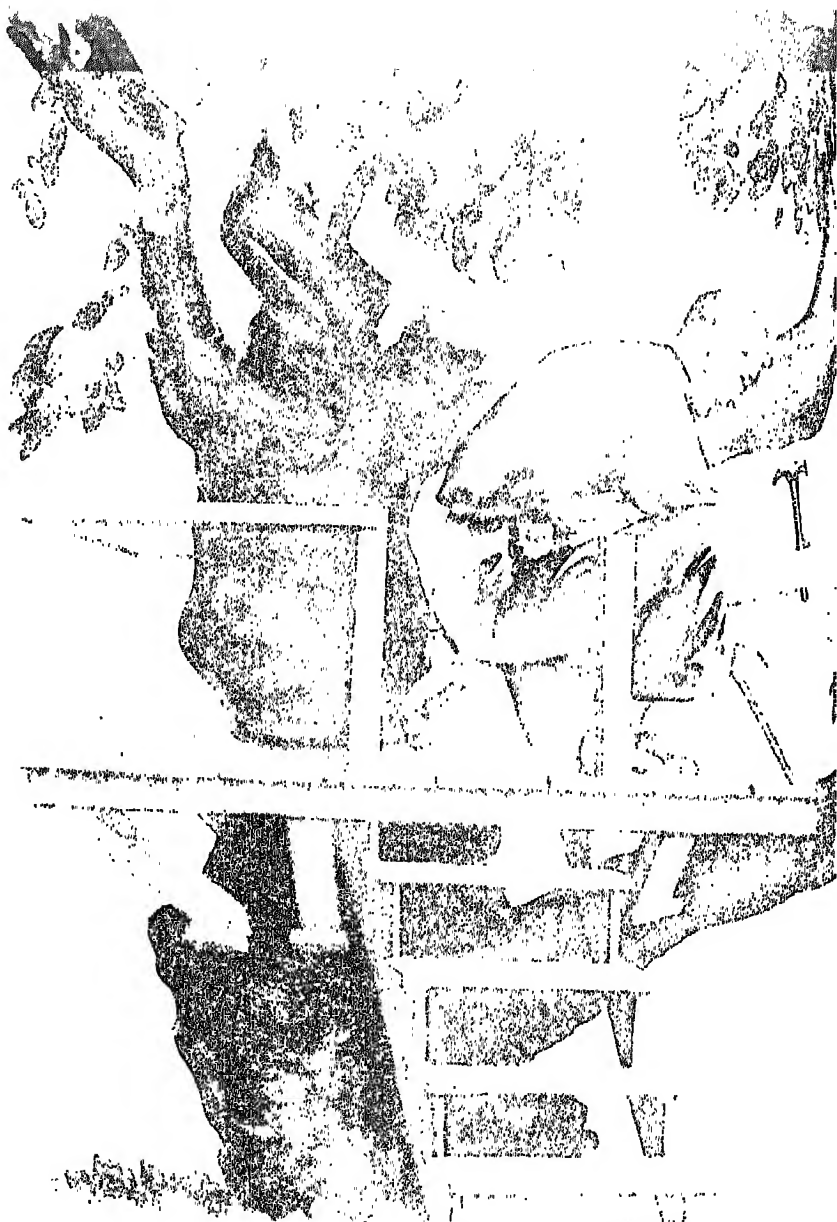
The ducks did not come back,
but Bill came back.

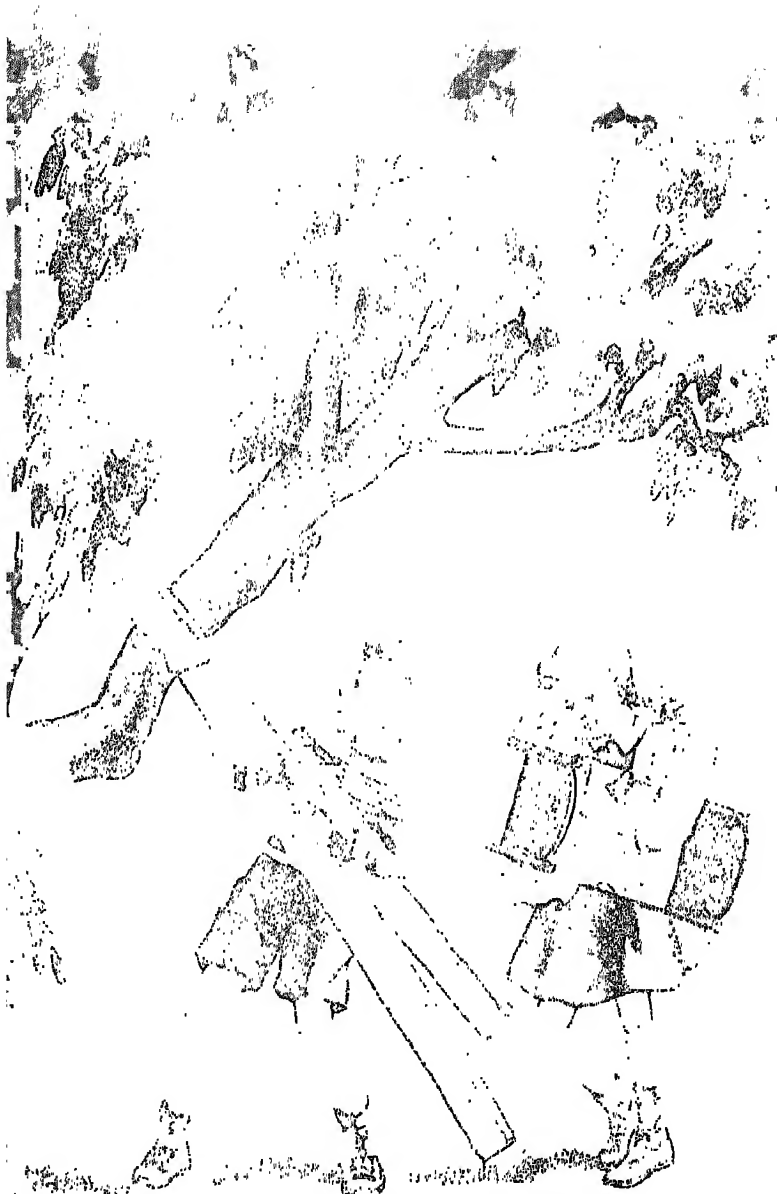
“Here I come!” he cried.
“Here I come with some yellow corn!”

The corn came sprinkling down.
It fell on the grass under the tree.

Then the old hen flew down
from the tree.
She flew down
and ate the corn.









In the Tree House

Up, up, up went Susan,
up the steps into the tree house.

Daddy had made the tree house
for Susan and Bill.

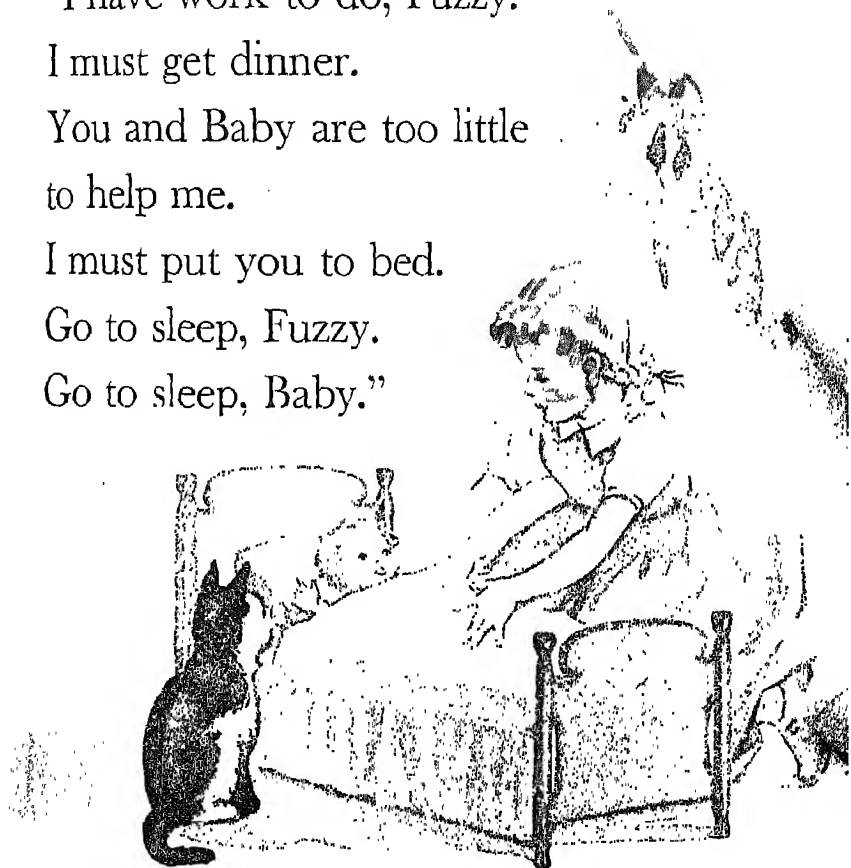
He had made the steps, too.

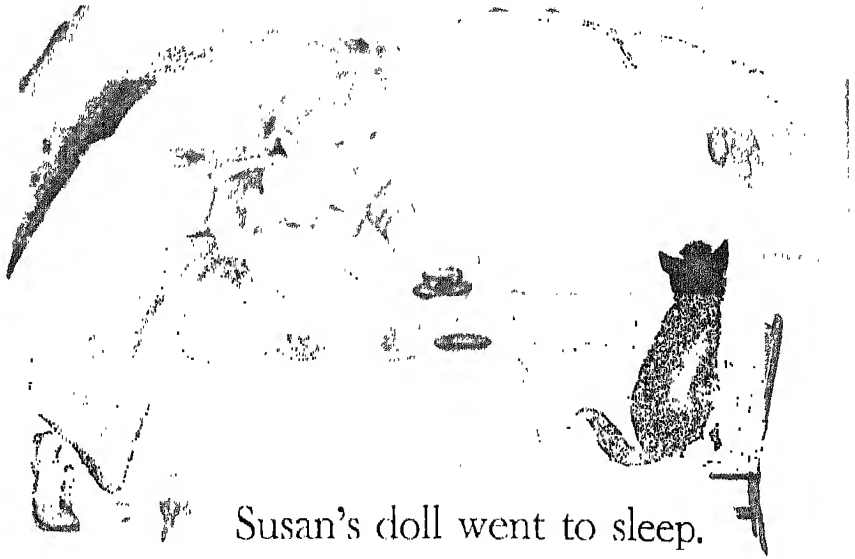
Susan and Bill liked to play there.

They liked to play house.

Up, up, up went Fuzzy.
But she did not go up the steps.
She went into the tree house
and sat down by Susan's baby doll.

"Now I am the mother," said Susan.
"I have work to do, Fuzzy.
I must get dinner.
You and Baby are too little
to help me.
I must put you to bed.
Go to sleep, Fuzzy.
Go to sleep, Baby."





Susan's doll went to sleep.
"Fuzzy will go to sleep soon,"
said Susan.

"I can do my work now.
I can get my dinner ready."

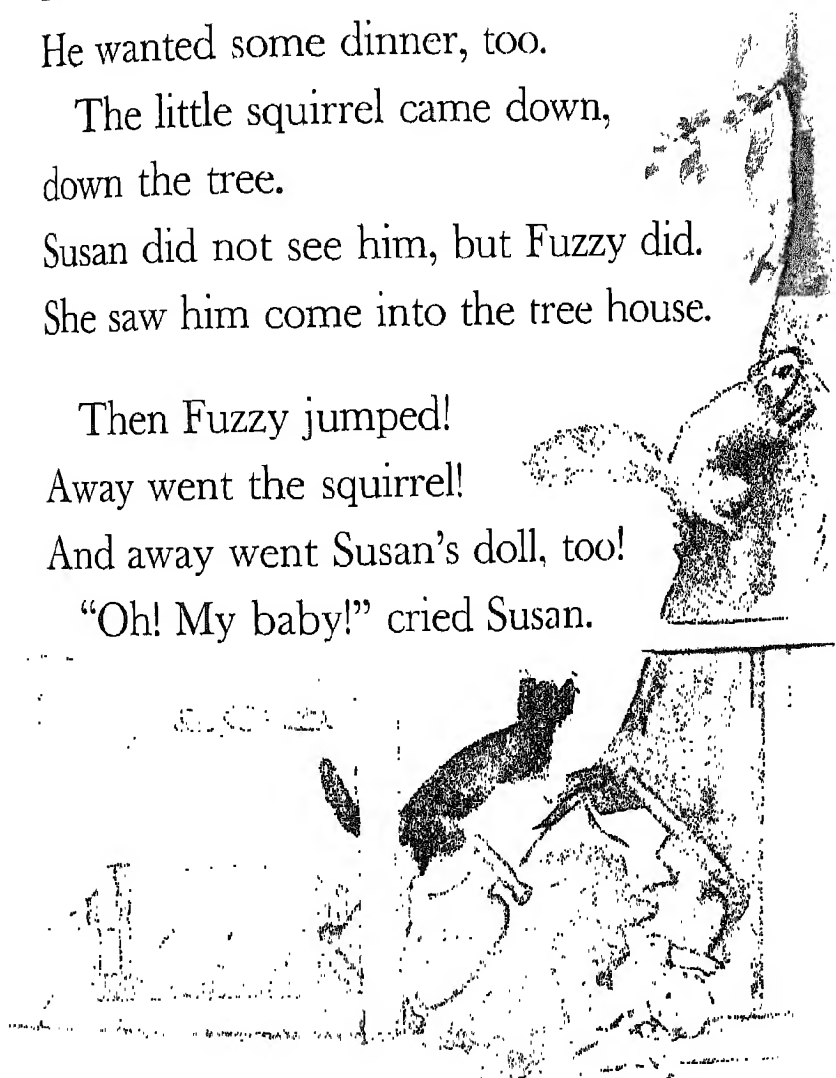
Susan had two big red apples.
She had some little sandwiches.
Susan went to work.

But Fuzzy did not go to sleep.
She just sat and looked.

Away up in the tree
sat a little gray squirrel.
He saw the sandwiches and apples.
He wanted some dinner, too.

The little squirrel came down,
down the tree.
Susan did not see him, but Fuzzy did.
She saw him come into the tree house.

Then Fuzzy jumped!
Away went the squirrel!
And away went Susan's doll, too!
"Oh! My baby!" cried Susan.



Bill heard Susan call
and he ran over to the tree.

"What is it?" he asked.

"My doll fell down," said Susan.

"I am afraid she is broken."

"Here she is under the tree," said Bill.

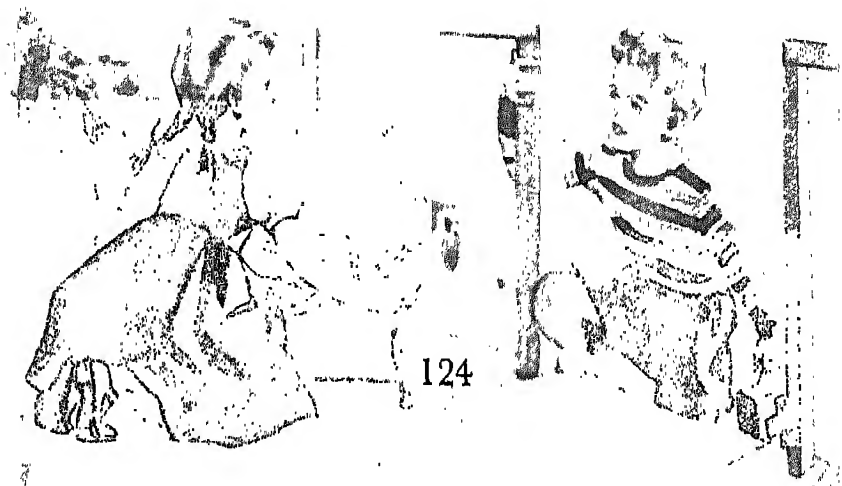
"One arm is broken. That is all.

I can make it as good as new."

Bill ran to the house.

Soon he came back with a bag.

Up, up he went to the tree house.





Bill stuck the doll's arm on again.

"Take good care of her," he said.

"Keep cats and squirrels away."

"Yes, I will," said Susan.

"I will keep her in bed, too."

And she put her baby to bed.

Then Susan said, "Fuzzy and Baby
can not eat apples and sandwiches.

Will you have dinner with me, Bill?"

"Yes," said Bill. "I am hungry."

So Bill and Susan ate dinner together
in the tree house.



Teddy Helps

"This is a good day to work in the yard," said Daddy.

"It is fun to work in the yard," said Bill.

"Let me do something, Daddy."

Just then Teddy ran over from his house.

"I want to help, too," he cried.



“Good for you,” said Daddy.

“You may help Bill.

I will cut the grass.

Bill may put it in little piles.

You may get your wagon, Teddy,
and I will tell you what to do.”

Teddy ran off to get his wagon.

Daddy and Bill went to work.

Daddy cut the grass in the yard,
and Bill put it in little piles.

Teddy was very quick.
Soon he was back with his wagon.

“See that pile of grass,”
said Daddy.
“Put it into your wagon.
Then play you are a pony
and take it over to the tree.
Put the grass on the ground
and come back for more grass.”

Teddy put the grass into his wagon.
He went over to the tree
and put the grass on the ground.
Then he came back for more grass.
He came back again and again.

By and by there was
a big pile of grass under the tree.

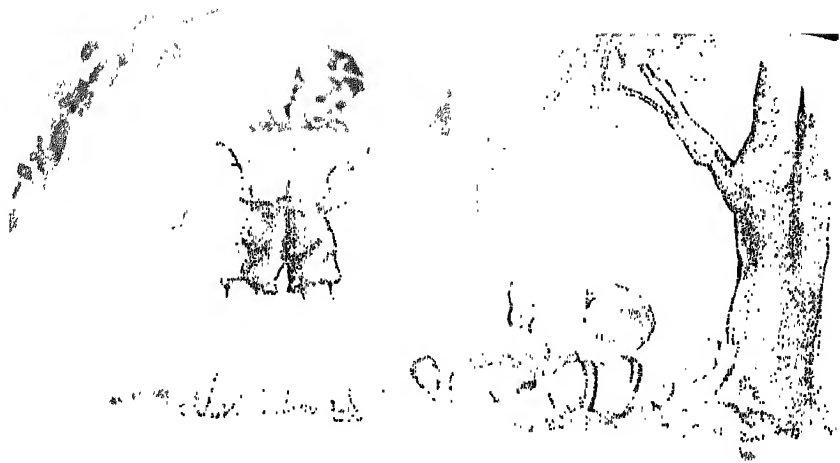


Teddy looked at the big pile,
He did not want to go back
for more grass.

“I have helped enough,” he said.

So Teddy jumped on the big pile.
He fell down and jumped up again.
He played and played in the grass.

By and by there was no big pile.
The grass was all over the ground.



Bill went to look for Teddy.
There he was under the tree!
There was the grass
all over the ground!

“Oh, Teddy! Teddy!” cried Bill.
“You have made more work for me.
I must put all this grass
back in a pile.”

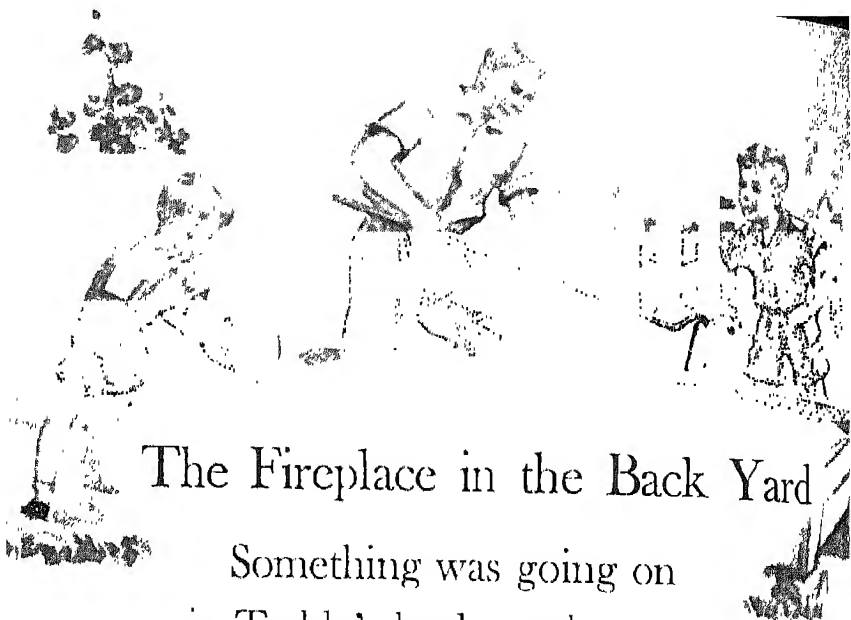
“I will help,” said Teddy.
“Oh, no,” said Bill.
“You have helped enough.”

Just then Janet called, "Teddy!
Dinner is ready! Come home!
Come home to dinner!"

"There!" said Bill's Daddy.
"There is something you can do.
You can help Janet eat the dinner."

And Teddy did help.
He ate a very big dinner.
He was a very hungry little boy.





The Fireplace in the Back Yard

Something was going on
in Teddy's back yard.
Bill ran over to see what it was.

"Grandfather and I are going
to make a fireplace," said Teddy.
"We are going to have picnics."

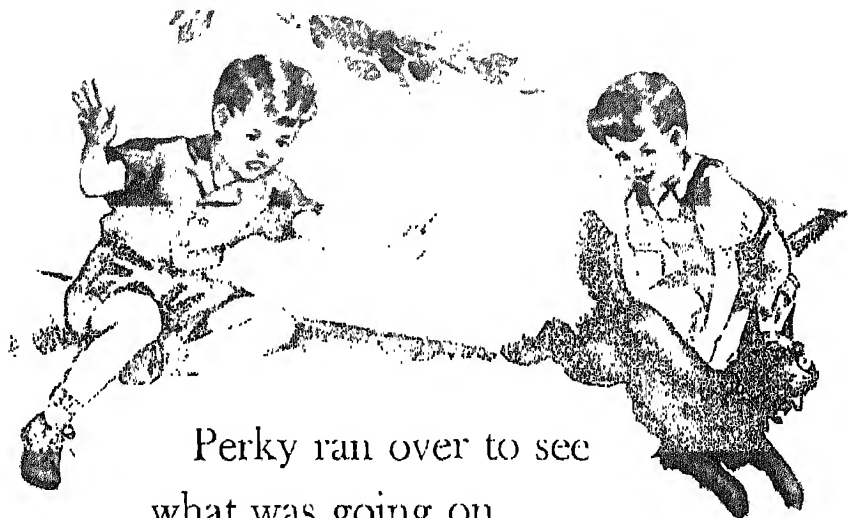
"A fireplace!" cried Bill.
"A real fireplace! And picnics!
Are you going to have
a picnic soon?"



“No,” laughed Grandfather.
“We must work for days and days
to make our fireplace.
It will take a long time.
But we shall have a picnic by and by.”

Bill wanted to work, too.
So did Janet and Susan.
The children all helped Grandfather
get the cement ready.

“You are a big help,” he said.



Perky ran over to see
what was going on.

“Stop, Perky! Stop!” cried Bill.
But Perky could not stop,
and one paw went into the cement.

“Now see what you did,” said Bill.
He pushed Perky away.
But the print of Perky’s paw
was there in the cement.

Grandfather saw the print.
“We can have some fun,” he said.
“We can do what Perky did.”



“Look at me,” said Grandfather.
He put his hand down in the cement.
Then he took it away.
There was the print of his hand.

“Let me,” said Teddy, and he put
his fat little hand in the cement.

“My hand is little,” he said.

“Your hand is big, Grandfather.”

Then Bill and Susan and Janet
made prints of their hands.
Now they could see four little hands,
one big hand, and Perky’s paw.

"I will get Fuzzy," said Susan.
"We must have a print of her paw."

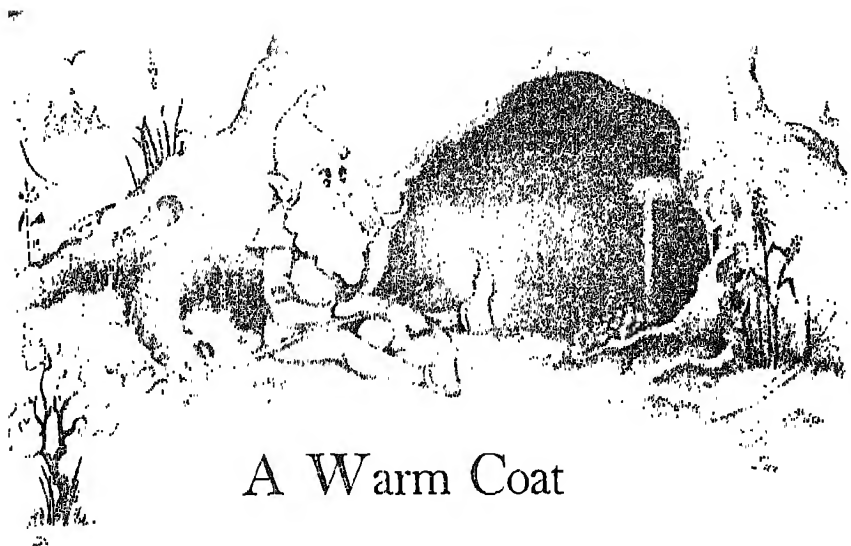
Susan got Fuzzy and put her paw
in the cement.

Fuzzy did not like it and ran away.
But the print of her paw
was there with all the others.

"Fuzzy and Perky have helped us
make the fireplace," said Teddy.

"Yes, but they have helped enough
for one day," said Grandfather.



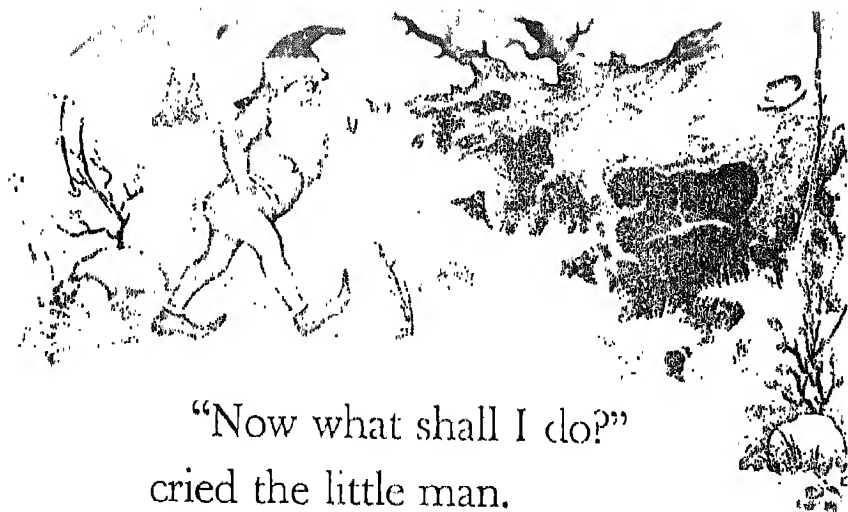


A Warm Coat

This is a story that Susan likes.
She found it in one of her books.

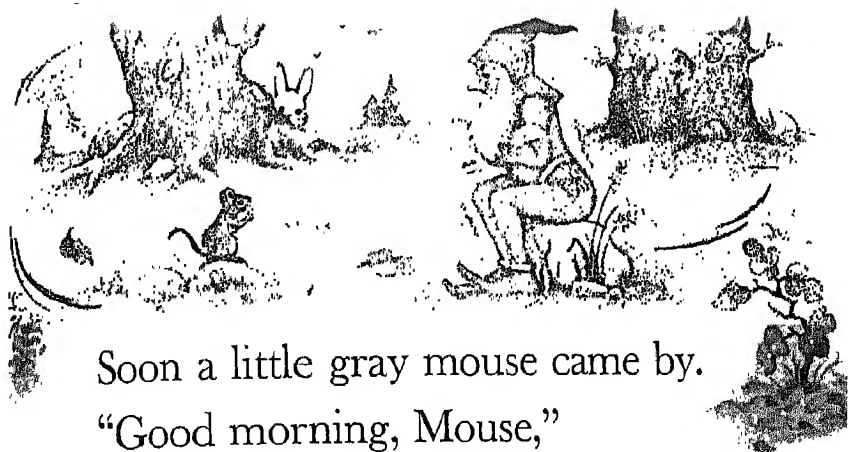
Once a funny little man
lived in a hole in a tree.
It was a good warm home.
The little man found nuts
and apples to eat.
He was very happy.

But one night a big wind came
and blew the tree down.



“Now what shall I do?”
cried the little man.
“Here I am out in the cold.
My hands are cold.
My feet are cold.
What shall I do to get warm?”

He put his hands in his pockets
to get them warm.
He walked up and down
to get his feet warm.
But that was not enough.
“I must get a fur coat,” he said.



Soon a little gray mouse came by.

“Good morning, Mouse,”
said the little man.
“May I have your fur
to make me a good warm coat?
I am cold.”

“Ho!” cried Mouse.
“My fur would not make a coat.
It would make just one sleeve
and no more.”
“That is so,” said the little man.
“It is not enough to make a coat.
But here comes Rabbit. He may do.”

“Good morning, Rabbit,”
said the little man.

“May I have your fur
to make me a good warm coat?
I am cold, very cold.”

“Ho!” cried Rabbit.
“My fur would not make a coat.
It would make just two sleeves
and no more.”

“That is so,” said the little man.
“It is not enough to make a coat.
But here comes Fox. He may do.”





“Good morning, Fox,”
said the little man.

“May I have your fur
to make me a good warm coat?
I am cold, very, very cold.”

“Ho!” cried Fox.

“My fur would make just two sleeves
and a back—and no more.”

“That is so,” said the little man.

“It is not enough to make a coat.
But here comes Bear. He may do.”

“Good morning, Bear,”
said the little man.

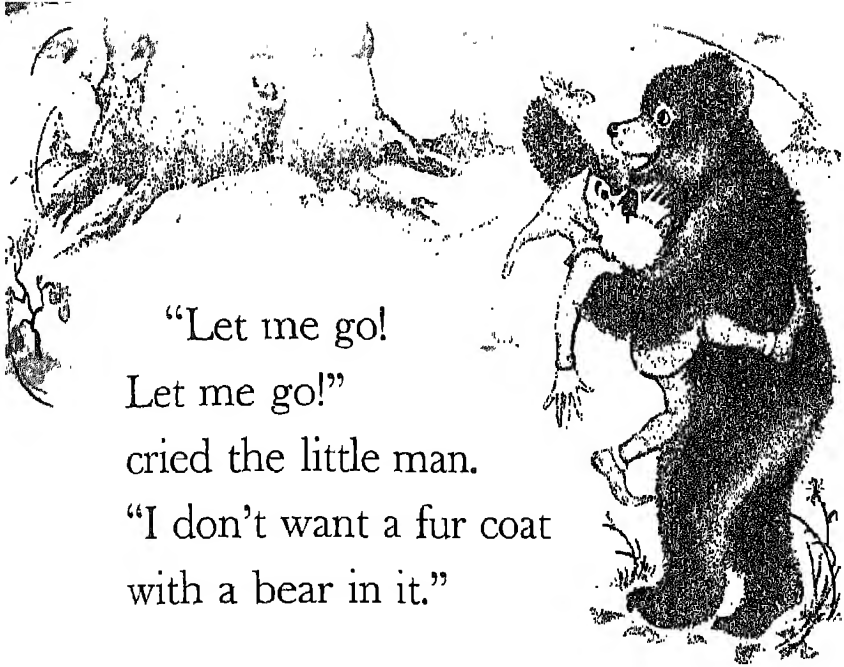
“May I have your fur
to make me a good warm coat?
I am cold! Oh, so cold!”

“Yes,” said Bear.
“You may have my fur.
It will make a very warm coat
and a very big one, too.”

“Will it go all round me?”
asked the little man.

“Let me see!” said Bear.
“Let me see!” and he put his arms
round the little man.

“Ho!” said Bear.
“My fur will go all round you.”



“Let me go!
Let me go!”
cried the little man.
“I don’t want a fur coat
with a bear in it.”

Just then Bear put his paw
in the little man’s pocket.

“Ho!” cried Bear.

“Here is a big red apple.”

“Yes,” said the little man.

“Take it and keep it.”

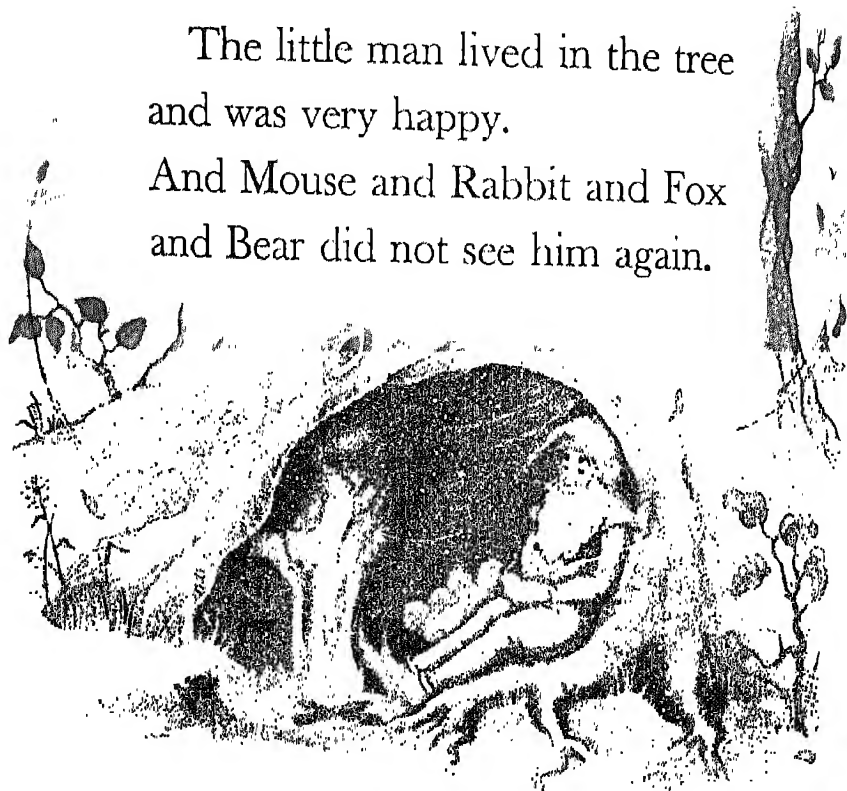
And the little man ran away.
He ran as fast as he could.

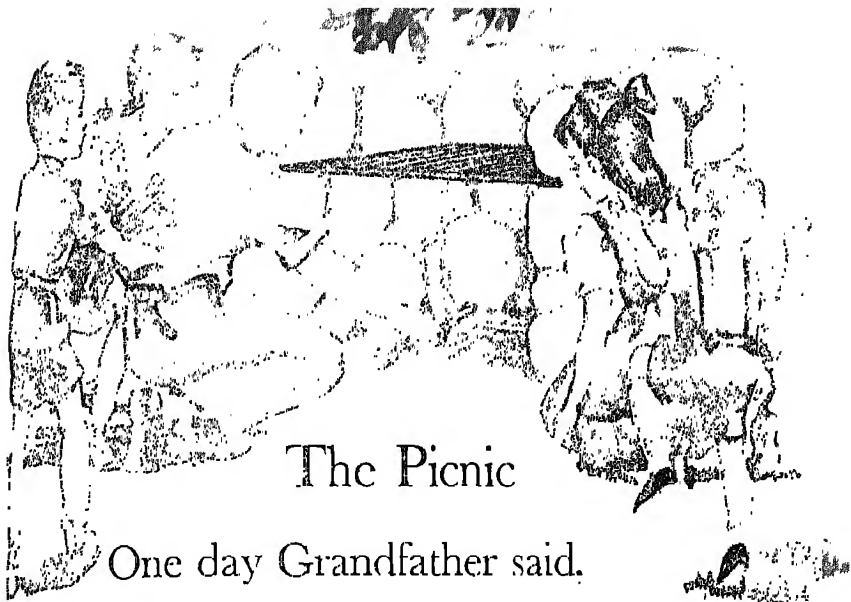
By and by the little man saw
a tree with a big hole in it.

"This will make a warm house,"
he said, and in he went.

He was not cold now.
His hands were warm.
His feet were warm.

The little man lived in the tree
and was very happy.
And Mouse and Rabbit and Fox
and Bear did not see him again.





The Picnic

One day Grandfather said,
“Our fireplace is ready now.
We can make a fire in it.
Shall we have a picnic?”

Teddy jumped up and down.
“Oh, yes, Grandfather!” he cried.
“Yes!” said the other children.

“I will get the meat for the picnic,”
said Grandfather.
“You may get the other things.”



Janet and Susan made sandwiches.
Bill got some apples and some corn.
They were all ready for the picnic,
but Grandfather had not come.

“My! This day is going slow,”
said Bill. “I am hungry.”

“So am I,” said Teddy.
“I want the picnic now.”

Just then Grandfather came.
“Hello! I have the meat!” he said.
“Oh, good!” cried Janet.
“Teddy is as hungry as a bear.”

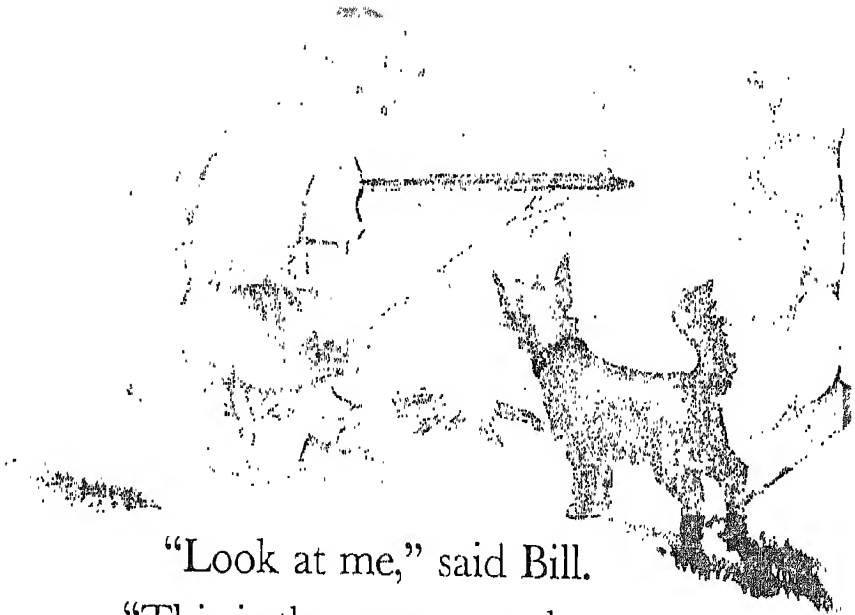


"Come on," said Grandfather.

"I will make a fire in the fireplace.
Then we will cook the meat."

Grandfather made a good fire.
He gave the children some sticks.
They put the meat on the sticks
and held the sticks over the fire.

"Take care," said Grandfather.
"Don't cook the meat too fast,
and don't let Perky get it."



"Look at me," said Bill.

"This is the way to cook
over a fireplace."

"Bow-wow," said Perky.

Bill looked to see what Perky wanted
and his meat fell into the fire.

Grandfather got the meat out,
but it was all black.

"Perky can eat this," he said.

"You must cook some more, Bill."

Grandfather helped Bill
cook some more meat.
Then they all sat down for their picnic.
They ate and ate and ate.

“My, that was good!” said Bill.

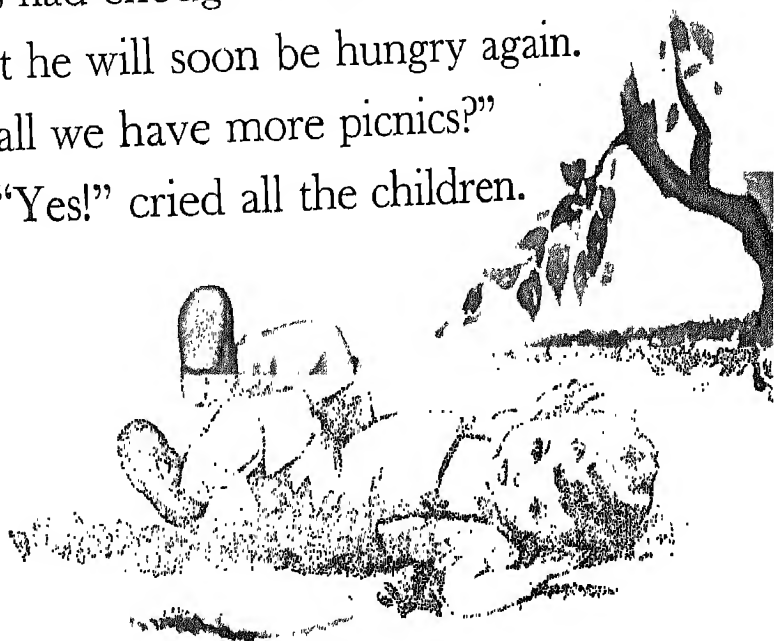
“I am not hungry now,” said Teddy.

Grandfather said, “Our hungry bear
has had enough to eat.

But he will soon be hungry again.

Shall we have more picnics?”

“Yes!” cried all the children.





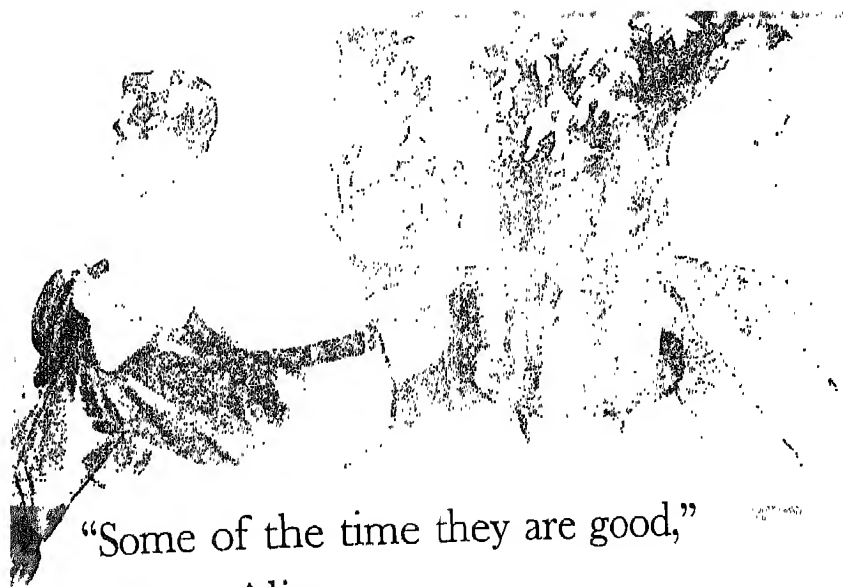




Whitie and Blackie

Uncle Jim had two little goats.
One had long white hair,
and the other had long black hair.
So Uncle Jim called them
Whitie and Blackie.

Susan liked the little goats.
“They have funny little horns,”
she said.
“But I am not afraid of them.
They are good little goats.”



"Some of the time they are good,"
said Aunt Alice.

"But some of the time
they are naughty.

They jumped into my garden one day.

They chewed up
the things I had planted.

They were naughty little goats then."

Uncle Jim laughed and said,

"No, they were not naughty.

That is just the way goats are."



One morning Aunt Alice said,
“We must do something with Whiteie
and Blackie.

They chewed the things in my garden.
And now see what they have chewed!”

“I will do something with them,”
said Uncle Jim.

“Here, Whiteie! Here, Blackie!”

The little goats ran up to him,
and Uncle Jim tied them to a tree.

“Now you can not get away,” he said.

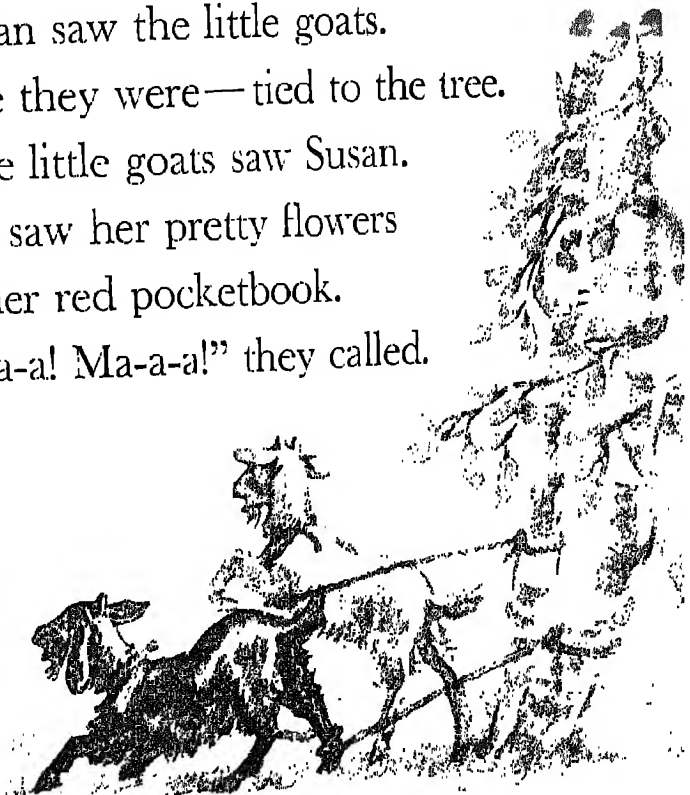
“Now you will have to be good.”

On that day Susan came to see
Aunt Alice and Uncle Jim.
She had on a pretty white dress
and some new white shoes.
She held some flowers in one hand.
She held her little red pocketbook
in the other hand.

Susan saw the little goats.
There they were—tied to the tree.

The little goats saw Susan.
They saw her pretty flowers
and her red pocketbook.

“Ma-a-a! Ma-a-a!” they called.





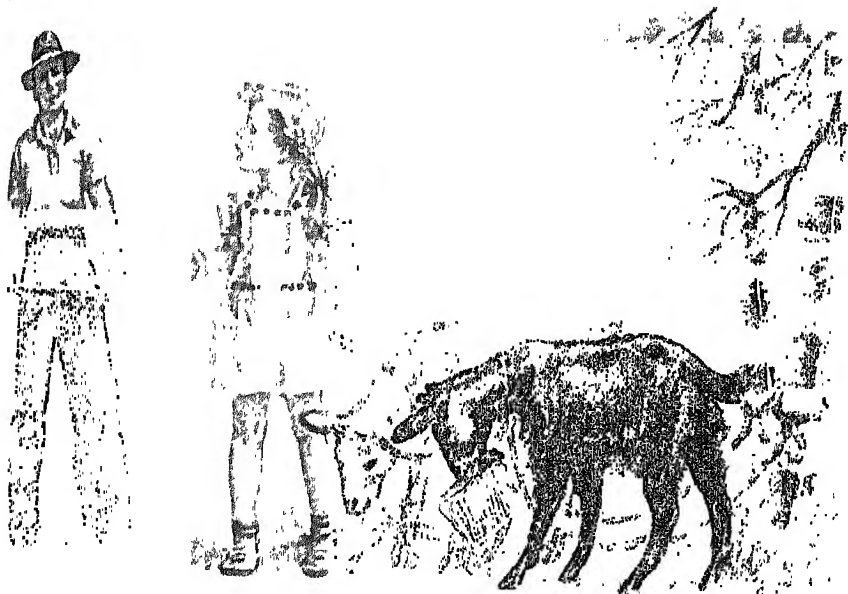
“Oh, Whitie! Oh, Blackie!”
cried Susan.

“Why do you have to be tied up?
Why are you so naughty?”

“Ma-a-a!” said the little goats.

“Oh, Uncle Jim!” called Susan.
“The little goats want to be good now.
May I let them go?”

Susan was looking at Uncle Jim.
She was not looking at the goats.
So what did the little goats do?



Whitie chewed Susan's flowers.
Blackie chewed her red pocketbook.

"Oh, Whitie! Oh, Blackie!"
cried Susan.

"I thought you wanted to be good!
But just see what you did.
You are very naughty."

"No, not naughty," said Uncle Jim.
"That is just the way goats are."

Daddy's Shortcake

Uncle Jim had asked the children to come and get some strawberries. They were all ready to go.

"Good-by," said Mother.

"Come back with the strawberries as soon as you can.

We will surprise Daddy with a shortcake for dinner."

"Oh, that will be fun," said Bill.

"Good-by, Mother."

"Good-by," said Susan.





The children found Uncle Jim
at work in his garden.

“Hello!” said Bill. “We have come
for the strawberries.

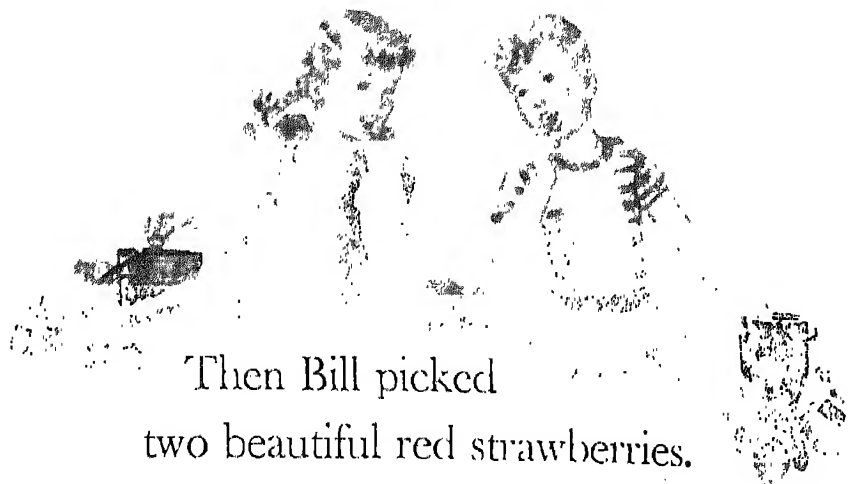
See! We have our pails.”

“Good!” said Uncle Jim.

“And here are the strawberries.”

They all sat down on the ground.
Uncle Jim picked two red strawberries.

He put one in Bill’s pail,
and the other in Susan’s pail.



Then Bill picked
two beautiful red strawberries.
He put one in his pail.

He looked at the other and said,
"Strawberries are red and sweet
and very, very good to eat."
Where did Bill put this one?

Then Susan picked
two beautiful red strawberries.
She put one in her pail.

She ate the other, and said,
"Strawberries are red and sweet
and very, very good to eat."

Uncle Jim and the children
picked more strawberries.
Bill and Susan put them
into their pails.
They ate some, too.

It was warm in the garden.
They heard the big black crows
going "Caw! Caw! Caw!"
They heard a big airplane
going "Z-z-z-z! Z-z-z-z!"

By and by Susan said,
"We have picked enough, Bill.
I am going to eat just one more.
Then we must take our pails
and go home."

"Yes," said Bill. "I am ready."

“Take care,” said Uncle Jim.
“Don’t go too fast, and look out
for the strawberries.”

The children walked home
with their strawberries.
And not one was lost!

Mother made the shortcake,
and they all ate it for dinner.

Daddy said, “What a big surprise!
And what a beautiful shortcake!
Strawberries make the best shortcake
in the world!”

And Bill and Susan said,
“Strawberries are red and sweet
and very, very good to eat.”





Looking for Inky

School was over.

Daddy and Mother and Baby Alice
were going away.

So Bill and Susan came to stay
with Aunt Alice and Uncle Jim.

“We are going to stay for days
and days,” said Susan.

“We are going to take care of Judy
and Jumbo.”

“And the pigs, too,” said Bill.

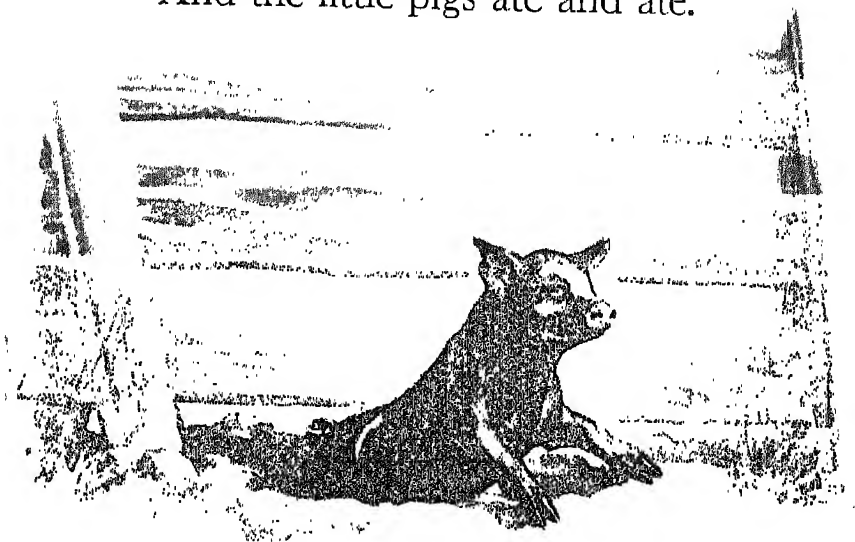
“Uncle Jim said so.”

Uncle Jim had three little pigs.
They lived together in a pen.
Two of the pigs were white,
but the other was black.
This little pig was called Inky.

Every morning Bill went to feed
the little pigs.

Every morning he gave them
apples and corn to eat.

He gave them other things, too.
And the little pigs ate and ate.



One morning Bill found
just two pigs in the pen.

"Come quick, Susan!" he called.

"Inky is not in his pen.

He has run away!"

"We must find him," said Susan.

"We must get him back in the pen."

Susan looked in the flower garden.

Inky was not there.

Bill looked in the back yard.

Inky was not there.

Then Susan sat down and thought.

She thought, "Pigs like to eat.

They like to eat vegetables.

I will look in the vegetable garden."

So she did, and there was Inky!

Uncle Jim said, "Oh, Inky!
You must keep your little black nose
out of my vegetable garden."

Uncle Jim put Inky back in his pen.
But every morning Inky got out
and went to the vegetable garden.
The children would find him there.

"We must do something to keep Inky
in his pen," said Aunt Alice.

"Yes, we must," said Uncle Jim.

So they all went out to the pen.
Inky was not there!





Just then they heard something
go “Ee-ee-ee! Ee-ee-ee!”

“That is Inky,” said Aunt Alice.
“He is in my flower garden this time.
Quick! Get him out!”

They all ran to the garden.
There was Inky going round and round
in the garden.

A bee had stung him on the nose.

“Ee-ee-ee! Ee-ee-ee!” he cried.

“Oh, Inky! You must keep out of the garden,” said Susan.

“Oh, Inky! You thought no one would find you,” said Bill.

“But the bee found you.”

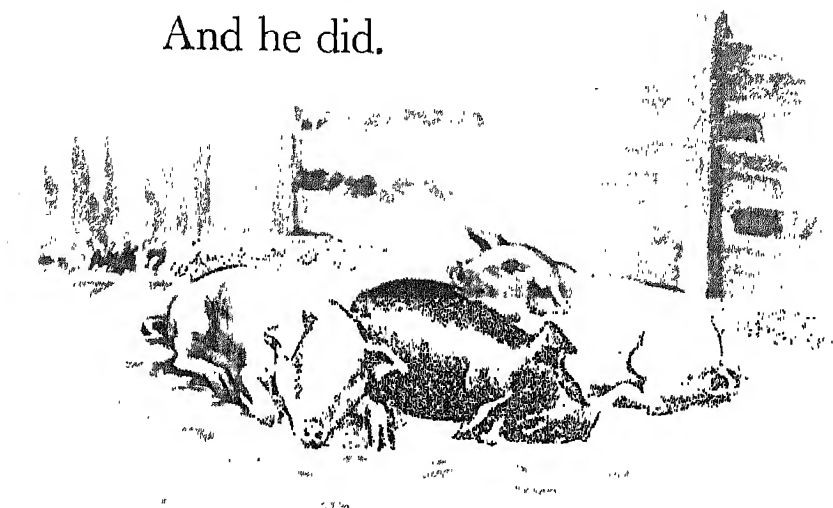
“Ha, ha, ha!” laughed Uncle Jim.

“The bee found Inky and stung him, too.

The bee stung Inky on his little black nose.

Inky will stay in his pen now.”

And he did.

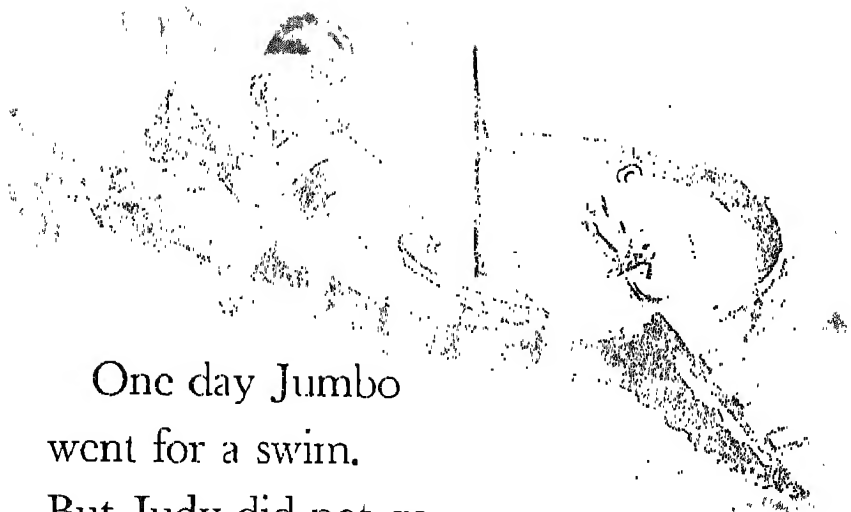




The Tub Pond

Judy and Jumbo had a pond.
Susan and Bill called it a tub pond.
It was a big round tub of water
out under the trees.
Uncle Jim had put it there
for the ducks.

On warm days Judy and Jumbo
would get into their pond.
They would swim round and round
in the pond.



One day Jumbo
went for a swim.
But Judy did not go.
She sat still on a bed of leaves.
There she sat and sat.

Bill put his boat into the pond.

“Look, Jumbo,” said Bill.

“Judy will not swim with you,
but you may have my boat.
I will make it go round and round
in the pond.”

“A boat is not so good as a duck,”
said Susan. “But Jumbo may like it.”

Day after day Jumbo went
for a swim in the tub pond.
Day after day Bill put his boat
into the pond with Jumbo.

But Judy did not swim.
Day after day she sat still
on her bed of leaves.

Every morning the children came
to see Judy.

"Here is something to eat,"
they would say.

"Here is some water, too."



Then one day Judy got off
her bed of leaves.
And what did the children see?
Ten baby ducks!

“That is why Judy sat still
so long,” said Susan.

“She had eggs under her.
Judy had eggs under her
all that time.”

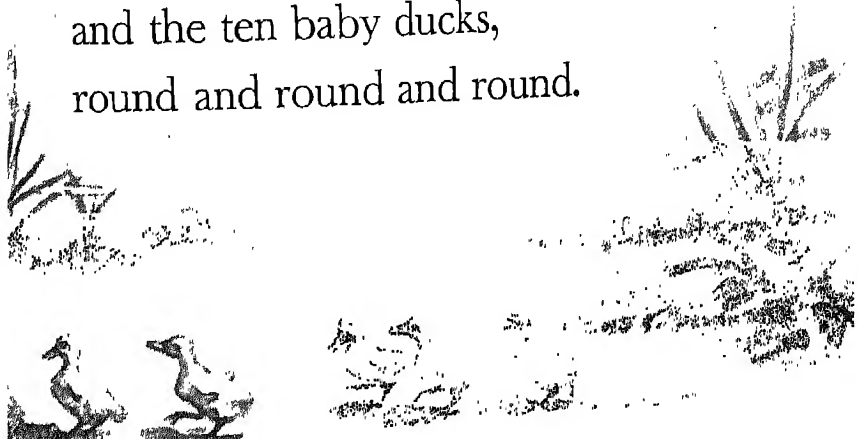
“Yes,” said Bill. “She would not
leave her eggs to go and swim.”

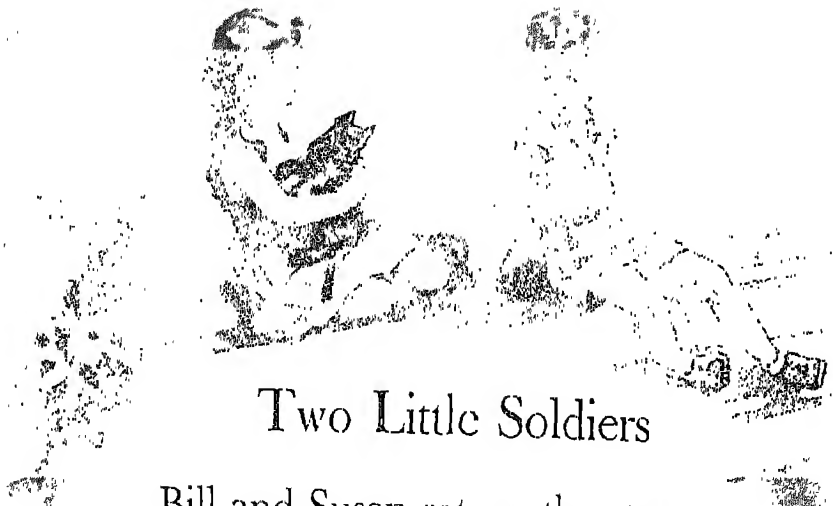
“Quack, quack!” said Judy.
She walked over to the tub pond.
The baby ducks walked after her.
Bill took his boat out of the pond.
“Come on, Judy,” he said.
“Come and swim with Jumbo again.”

“Quack, quack!” said Judy
to the ten baby ducks.
And they all got into the pond.

Round and round in the pond
went Jumbo.

Round and round went Judy
and the ten baby ducks,
round and round and round.





Two Little Soldiers

Bill and Susan sat on the steps
with Aunt Alice's little black cat.

"What shall we play?" asked Bill.

"I have just thought of something,"
said Susan.

"Let us make a tent."

"Oh, that will be fun!" cried Bill.

"We can put it under the big tree
in the back yard."

They jumped up at once
and ran into the house.

"Aunt Alice! Aunt Alice!" called Bill.

"We want to make a tent
and put it under the big tree."

"May we, please?" asked Susan.

"Yes," said Aunt Alice.

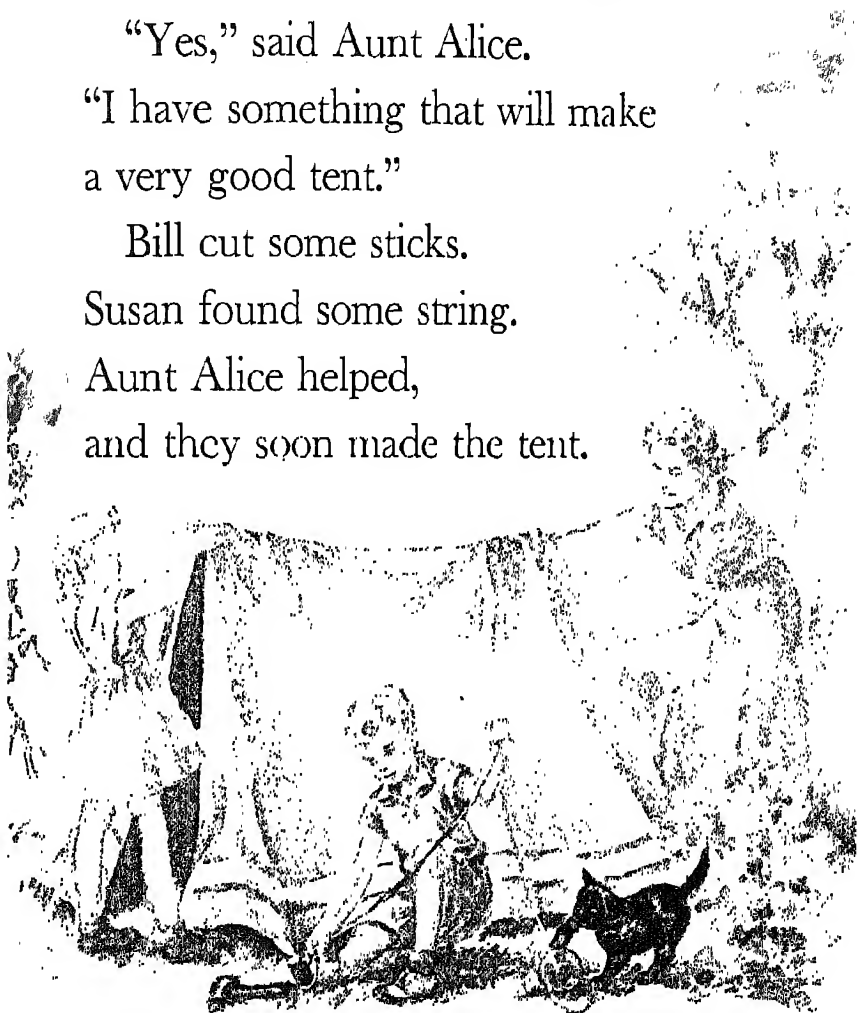
"I have something that will make
a very good tent."

Bill cut some sticks.

Susan found some string.

Aunt Alice helped,

and they soon made the tent.



The children played in the tent all day.

Then Bill said, "I would like to sleep here all night."

"I would, too," said Susan.

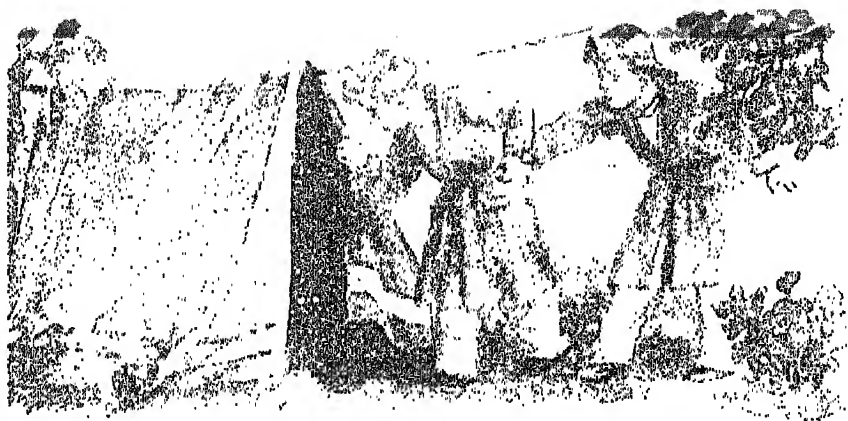
Aunt Alice said, "Yes, you may." She helped them make two beds in the tent.

"Now we can sleep just like soldiers," said Bill.

By and by it was dark and time to go to bed. Bill and Susan were all ready.

"Good night, little soldiers," said Aunt Alice.

"Good night," said Uncle Jim.



The children ran out to the tent.
It was dark in the back yard.
It was very dark under the tree.
It was very still, too.

“Are you afraid?” asked Susan.

“Don’t be a goose,” said Bill.

He looked into the tent
but he jumped back at once.

“Look! Look!” he cried.

“There on my bed! Two green eyes!”

“I see them, too!” cried Susan.

“Two big green eyes in the dark!”

Bill and Susan ran to the house.
They called to Uncle Jim.

“Come quick! Two green eyes!
Two big green eyes in the dark!”

Uncle Jim went out to the tent
with the children.

He put his hand on Bill’s bed
and picked up something.

It had green eyes.

It was little and very black.

It cried, “Mew! Mew! Mew!”

“Ha, ha, ha!” laughed Uncle Jim,
and the children laughed, too.





Red and Happy

Once there were two little clowns.
They were called Red and Happy.

Red looked like a policeman.
He had a blue coat and a stick.

Happy was funny and fat.
He laughed all the time.

One day Red said,
“There is going to be a parade,
and we must get ready to march.”
“Ha, ha! A parade!” laughed Happy.

Off went the two little clowns.

Soon Red cried out, "My! Oh, my!
Where is my stick?"

I must go home and get it."

Red ran home and looked
for his stick.

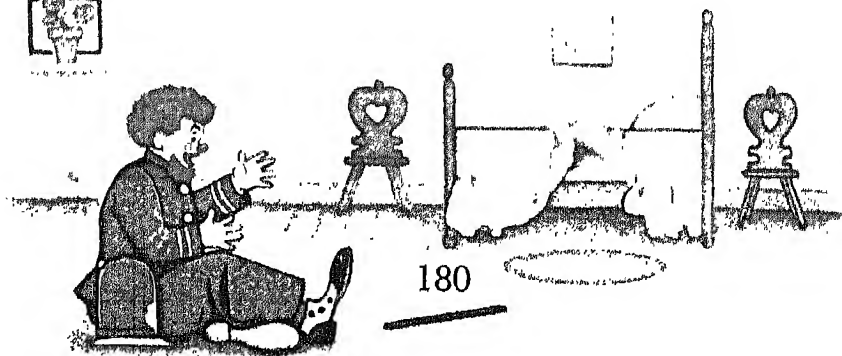
He looked under the bed
and on the chairs.

No stick.

Then Red sat down and thought.
He took off his hat
and put down his stick.



"Why, there it is!" he cried.





Red ran off again to the parade.
Soon he saw Happy on his way home.

"Is the parade over?" asked Red.

"Oh, no! Oh, no!" cried Happy.

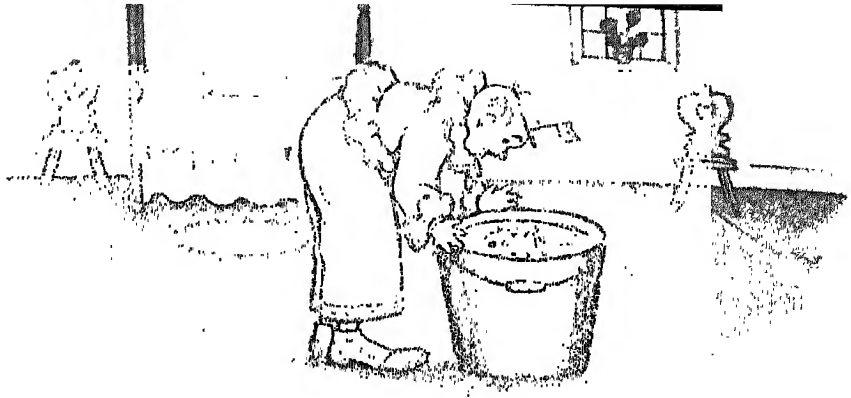
"But I must have my ten-cent flag,
the green and yellow one.

I must have it for the parade."

"Go and get it, then," said Red.

"But do be quick!"

Happy ran home, and Red went on
to the parade.



Happy looked for his flag.
He looked under the chairs
and on the bed.

No flag.

Then he looked in a pail of water.
He saw a clown with a funny hat.
He saw a green and yellow flag
stuck in the hat.

“Ho, ho!” laughed Happy.
“That is my hat.
That is my green and yellow flag.
Now I can march in the parade.”

Happy ran to find Red.
Soon he saw Red on his way
home again.

“I have just thought of something,”
cried Red.

“Where is Long Ears, our little donkey?
Let us get Long Ears.
Then we can ride in the parade.”

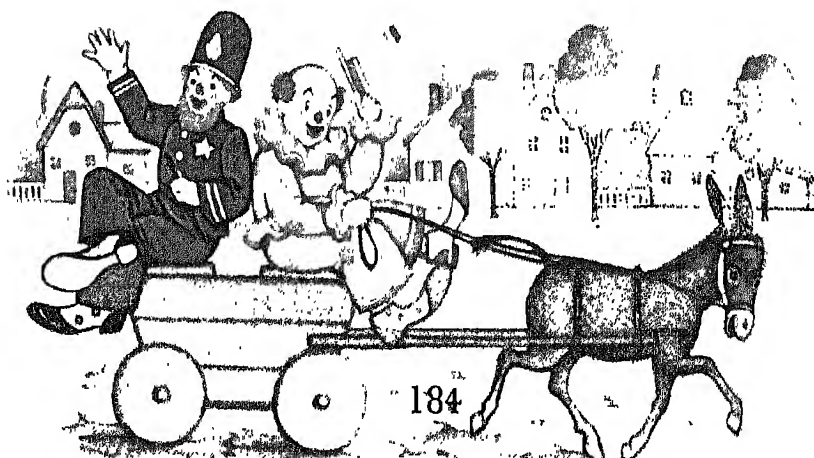
“Let me see,” said Happy.
“I tied him to a tree this morning.
We must look for the tree.
Then we shall find Long Ears.”

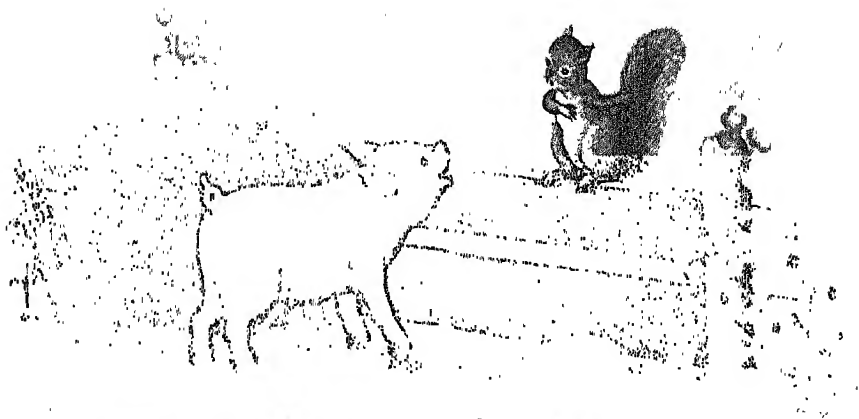
So the clowns ran round and round,
looking at all the trees.
But no little donkey.
Happy and Red sat down and thought.

Then the clowns heard a funny
"Hee-haw, hee-haw, hee-haw!"

"There is Long Ears!" said Happy.
"He is not tied to a tree after all.
He is tied to our wagon.
Get in quick and we will go
to the parade."

So Happy and Red went to the parade.
And all the children said,
"The parade was good.
But the clowns and their donkey
were the best of all."





Good Enough for Me

Once there was a little squirrel
with a very beautiful tail.

He thought his tail
was the best tail in the world.

One day Little Squirrel saw a pig
with a funny tail.

“Hello!” said Little Squirrel.

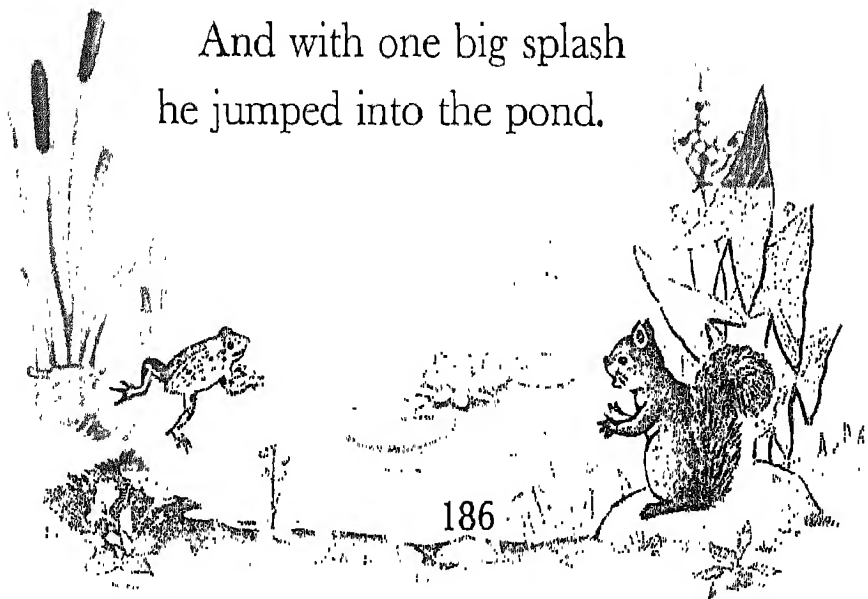
“See my beautiful tail.

It is the best tail in the world.”

“That is what you say,” said the pig.

“I like my tail the way it is.”

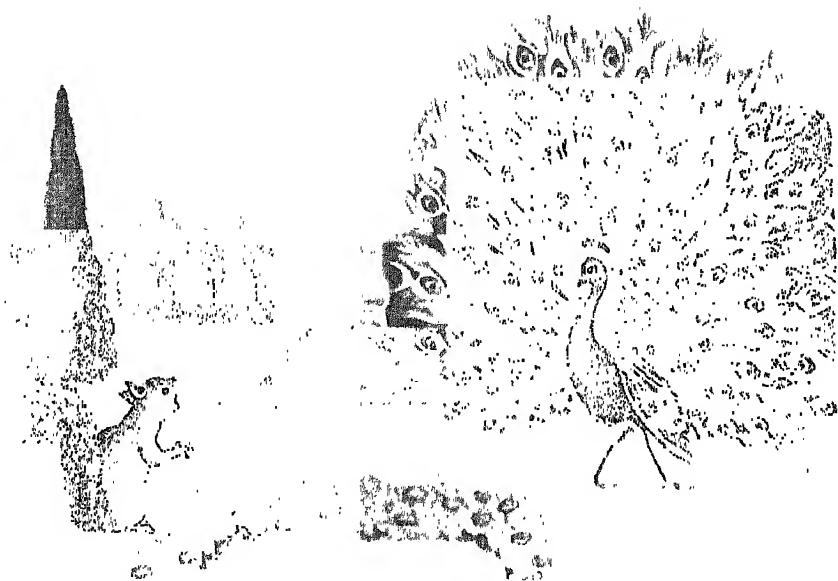
Little Squirrel went on.
By and by he saw a big green frog
in the mud by a pond.
The frog had no tail at all.
“Hello!” said Little Squirrel.
“See my beautiful tail.
It is the best tail in the world.”
“That is what you say,”
said the big green frog.
“I don’t want a tail.”
And with one big splash
he jumped into the pond.





Then Little Squirrel came
to some grass and flowers.
There sat a pretty brown rabbit
with a tail' like a little white ball.

"Hello!" said Little Squirrel.
"See my beautiful tail.
It is the best tail in the world."
"That is what you say,"
said the pretty brown rabbit.
"My tail is good enough for me."
And off he ran into the grass.



Little Squirrel came to a park
with trees and flowers.
There he saw a peacock.
The peacock walked up and down,
up and down in the park.
“Oh, what a beautiful tail!”
thought Little Squirrel.
“The peacock has the best tail
in the world.”

Little Squirrel ran home
to his mother and said,
“The peacock has a beautiful tail.
He has the best tail in the world.”

“Beautiful tails are not
the best tails in the world,”
said Mother Squirrel.

“Go to bed now and you will find
your tail will keep you warm.”

Little Squirrel went to bed.
Just as he was going to sleep, he said,
“It is a beautiful, warm tail.
It is good enough for me.”



WORD LIST **DOWN THE ROAD** contains 180 new
FIRST READER words plus 9 sound words. The 185
 Pre-Primer and Primer words are repeated in this book.

6 hop	24 cat	39 brown	53 policeman
7	rain	hen	54
8 shoe	25 cried	40 him	55 balloons
9	(mew)	41	56 blew
10	26	42 broken	string
11 walked	27	mend	57 pink
our	28	43 helped	as
12 school	29	44 shop	58
13 asked	30 live	45 off	59
14	grandfather	hair	60 funny
15	31 Alice	46	61
16 surprise	32 say	47 bang	62
came	33 together	48 cut	63
17 was	call	barber	64 don't
18 good-by	34 donkey	49 care	Pinky
19	35 deep	50 by	65 real
20	black	windows	Mary
21	36 stuck	51	66 bear
22	37 pig	52 back	67 heard
23	pushed	there	68
	38 shall		
	goat		

69 just	88 feed	103 once	121 work
happy	were	feet	dinner
70 birthday	89 chickens	104 fat	122 apples
71 cage	(cluck)	slow	sand-
72 gave	90 Judy	(ha)	wiches
ring	Jumbo	105 quick	123
73 got	(quack)	step	124 arm
Dickie	91 ate	106 fell	125 keep
74 sing	afraid	107 swim	126 yard
splash	92 long	could	127 piles
75	93 stay	108	128 ground
76	garden	109 wind	more
77 soon	94	110 that	129 enough
78	95	111	130
79 (choo)	96	112	131
80	97	113 from	132 fireplace
81 things	98 crow	sprink-	picnics
82	scarecrow	ling	133 cement
83	(caw)	114 their	134 paw
84 farm	99 corn	115 so	print
aunt	planted	would	135 hand
85 uncle	100 hats	116	136 others
Jim	coats	117	137 warm
86 goose	101 sticks	118	lived
87 way	flew	119	
	102 day	120	

138 fur	152 Whitie	162 best	173
cold	Blackie	world	174 tent
139 sleeve	153 naughty	163 Inky	175
(ho)	chewed	164 every	176 dark
140 fox	154 tied	pen	177 green
141	155 pretty	165 vege-	eyes
142 round	flowers	tables	178
143	(Ma-a-a)	166 nose	179 clowns
144	156 why	167 bee	180
145 fire	157 thought	stung	181
meat	158 straw-	168	182
146	berries	169 tub	183 ears
147 held	shortcake	pond	184 (hee-haw)
cook	159 pails	170 still	185 tail
148	picked	leaves	186 frog
149 be	160 sweet	171 after	187
150	beautiful	172 ten	188 peacock
151	161	eggs	189

Acknowledgment

All the stories in *DOWN THE ROAD*, with one exception, were written especially for this book and appear here in slightly adapted form.

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